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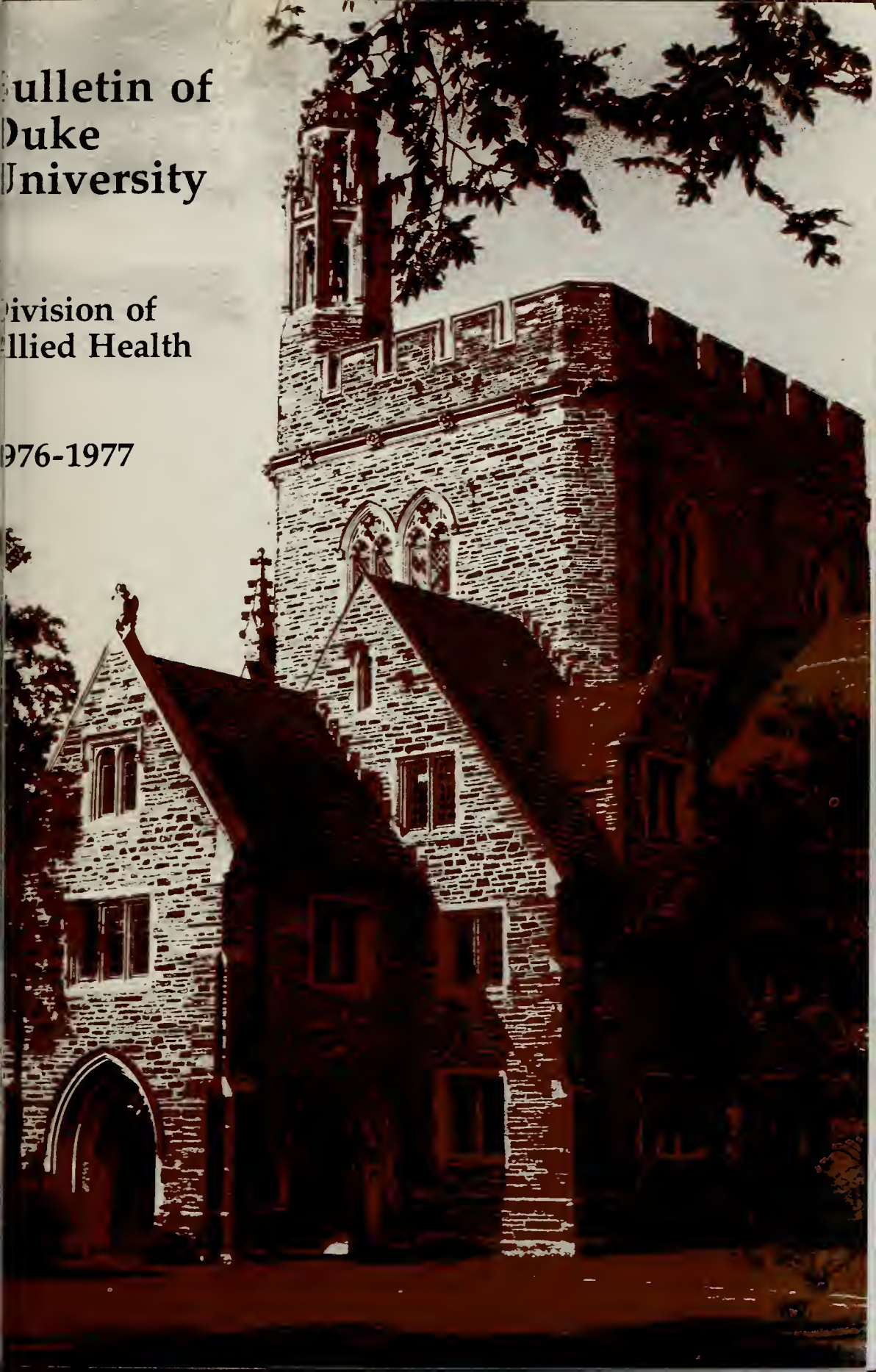


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Bulletin of Duke University

Division of
Allied Health

1976-1977



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Allied Health Division

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University Administration

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Medical Center Administration

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General Information



History

In 1924, James Buchanan Duke established The Duke Endowment, and thus made possible the creation of Duke University.

I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines is, next to religion, the greatest civilizing influence. I have selected hospitals as another of the principal objects of this trust because I recognize that they have become indispensable institutions, not only by way of ministering to the comfort of the sick, but in increasing the efficiency of mankind and prolonging human life. . . . I very much hope that the people will see to it that adequate and convenient hospitals are assured in their respective communities It is to these rural districts that we are to look in large measure for the bone and sinew of our country.

The School of Medicine and Duke Hospital, then a 400-bed facility, were opened in 1930 under the leadership of the first dean, Dr. Wilburt C. Davison. Today the hospital, with over 800 beds, is one of the largest private hospitals in the south. Duke University Medical Center has become a leader in contemporary medicine; by its continued dedication to educational programs, it has been closely involved in the development of the allied health field.

Programs in hospital administration and dietetics were initiated at the Medical Center in 1930. Programs in several disciplines dealing primarily with the laboratory aspects of clinical medicine began soon afterward. Due to marked advances in the field of medicine, new allied health programs were developed in the early 1960s to assist in the many medical specialties. Today there are over 300 students enrolled in Duke University allied health programs.

The Division of Allied Health officially represents the interests of these health-related educational programs by being the liaison with the entire medical complex. It coordinates all student and faculty activities within the Allied Health Education Building and provides for such varied educational services as the planning and evaluation of courses and circulation of instructional materials.

Resources for Study

Libraries. The Perkins Library, among the finest university libraries in the country, contains over 2,622,000 volumes and 4,513,000 manuscripts. About

100,000 volumes are added annually. Separate departmental and professional school libraries provide notable collections in several disciplines.

The Medical Center Library, a newly constructed learning center, attempts to provide all services and collections necessary to further educational research and clinical activities in the medical field. Extensive reference and bibliographic services are provided. The collection exceeds 160,000 volumes; 2,200 periodicals are also currently received. The Trent Collection on the history of medicine is an unusually fine collection of manuscripts and rare books and provides an opportunity for study, research, and casual reading.

The library in the Durham Veterans Administration Hospital contains over 3,000 books and receives 185 journals. It also supplies a reference and bibliographic service to both staff and residents. In addition, literature searches are made upon request.

The Media Learning Laboratory, located in the Allied Health Education Building adjacent to the Durham V.A. Hospital, has ten study carrels equipped to handle audiovisual materials, including slides, videotapes, and 8 mm. loop films. Through this laboratory individuals may also order audiovisual materials from both the Duke University and Veterans Administration hospitals.

Audiovisual Educational Facilities. Duke University Medical Center's Division of Audiovisual Education and the Veterans Administration Hospital's Medical Illustration Service have production facilities in medical art, photography, and television. These serve the allied health programs by providing all types of audiovisual materials for teaching, research, and patient care. The close working relationship that exists between the two production facilities has resulted in a two-channel television link. This provides transmission of a variety of educational programs, including grand rounds and Network of Continuing Medical Education (NCME), between the hospitals. Instruction in the use of audiovisual materials and methods is a part of the course of instruction in several of the allied health programs. Media workshops are also provided as requested by faculty and students.

Computing Facilities. The Duke University Computation Center provides faculty and students with a faculty for research and instruction in computing. It is presently equipped with an IBM 370 Model 135 which is connected by microwave to an IBM Model 165 located at the Triangle Universities Computation Center (TUCC) in the Research Triangle Park. In addition to the University's center, there are three medium-speed terminals and several low-speed keyboard terminals available on the campus.

Hospitals. Duke University Hospital, an 866-bed facility, has a dual purpose of providing both patient care and professional education. Comprehensive diagnostic and treatment facilities are provided at various levels of patient care ranging from intensive to minimal care units. Private, semi-private, and ward accommodations are utilized by the more than 27,000 patients admitted each year. Special diagnostic and treatment units such as the cardiac catheterization laboratory, hemodialysis laboratory, and the hyperbaric oxygenation chamber are also housed in the hospital. Outpatient services include the public clinics, private clinics, and the emergency service. Duke Hospital is fully accredited by the Joint Committee on Accreditation of Hospitals and is approved for internship and residency training by the Council on Medical Education of the American Medical Association.

The Durham Veterans Administration Hospital is located within walking distance of the Duke University Medical Center. All full-time professional staff members of the hospital are also members of the faculty of the Duke University School of Medicine. The Veterans Administration Hospital, a 501-bed facility,

provides the Duke University Medical Center with an excellent opportunity for closely integrated student teaching and house staff training.

Other patient care facilities directly affiliated with the Medical Center include the Lenox Baker Cerebral Palsy and Crippled Children's Hospital of North Carolina, a 40-bed residential rehabilitation center for children; Highland Hospital, Asheville, North Carolina, a 130-bed psychiatric facility; and Sea Level Hospital, a 72-bed general hospital.

Several of the allied health programs have affiliations with other hospitals and medical institutions for clinical instruction.

Instructional Facilities. In 1971, the Veterans Administration opened a 15,000 square feet, two-story Allied Health Education Building. It provides a number of classrooms, laboratories, and offices especially designed for education in allied health fields. Special emphasis has been placed upon the utilization of audiovisual materials in the instruction of students, which include the self-instructional media learning laboratory, closed-circuit television, and other support facilities.

Student Life

Living Accommodations. Due to the shortage of residential space, students enrolled in allied health degree and/or certificate programs are not eligible for dormitory accommodations. A limited number of apartments are available in the Central Campus Apartment complex, and suitable living arrangements are available in nearby areas. Information concerning housing is provided on request by the Department of Housing Management, Duke University, Durham, North Carolina 27706.



Dining Facilities. Several dining facilities located in and near the Medical Center are available to students. In the Duke University Union Building, there are two cafeterias and a dining room. There are also cafeterias in the Graduate Center and the Veterans Administration and Duke hospitals.

Student Aid. Federally insured guaranteed loans up to \$1,500 are available to full-time allied health students through Duke University. Most programs are approved for veterans education benefits (G. I. bill) for those who are eligible. Students are encouraged to pursue every available source of support through their local and state student loan and assistance programs. Many of the programs have some student support available through stipends, special scholarships, or tuition loan plans. Every effort will be made to assist the student with tuition and living expenses. However, as funds are limited, prior indebtedness will not be given favorable consideration as part of the student's budget. Any applicant anticipating need for financial aid should consult with the director of his program or write: Coordinator, Financial Aid, 123 Davison Building, Box 3005, Duke University Medical Center, Durham, North Carolina 27710.

Student Health Service. The facilities of the University Health Services Clinic located in the Pickens Building are available year-round to all allied health students. The clinic provides outpatient treatment, routine laboratory and X-ray examinations, and many other services. The University Health Program is currently being evaluated in terms of costs and coverage; therefore, beginning with the 1976-77 academic year a separate fee for this service may have to be assessed. The coverage described above does not extend to spouses and children. However, dependents are eligible to use the facilities of the Duke University Medical Center, as are all members of the community, but they are responsible for health costs incurred. The clinic is open from 8:00 a.m. to 7:00 p.m., Monday through Friday; 9:00 a.m. to 2:00 p.m., Saturday, and closed on Sundays. On Sundays, a doctor is available at the University Infirmary on East Campus, 2:00 p.m. to 5:00 p.m. for the evaluation of illnesses which cannot wait until regular Student Health Service hours.

Student Health Insurance. In order to provide 24-hour protection to students for accidents and sicknesses not covered by the Student Health Services, the Student Accident and Sickness Insurance policy is available. Benefits include payment of hospitalization and surgical and medical fees. Persons are covered on and off campus, at home, while traveling between home and school, and during interim vacation periods. The premiums for a student (and spouse or family) for the year 1976-77 will be more fully described in the insurance brochure sent from the Bursar's office. If at the time of matriculation, the student does not have a sickness and accident policy, it is mandatory that they purchase this insurance.

Athletic Events. All students paying the full Duke University undergraduate tuition are issued Duke University identification cards and may attend all home intercollegiate athletic contests. Students including those enrolled in the certificate program may purchase a book of tickets for regular season home football and basketball games. The ticket office is located in Cameron Indoor Stadium.

Judicial System and Regulations. Duke University expects and requires of all its students full cooperation in developing and maintaining high standards of scholarship and conduct. Each student is subject to the rules and regulations of the University currently in effect or which are, from time to time, put into effect by the appropriate authorities of the University. At the same time, the individual is responsible for decisions and choices within the framework of the

regulations of the community as Duke does not assume *in loco parentis* relationships.

Any student, in accepting admission, indicates his willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension or expulsion, for failure to abide by the regulation or for other conduct adjudged unsatisfactory or detrimental to the University.

A copy of the Student Honor System including a code of ethics, rules of conduct, and judicial procedures will be provided each student.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of race, color, national and ethnic origin, or sex, in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students.



Bachelor of Health Science Degree Programs



Duke University Medical Center awards a Bachelor of Health Science degree to students who complete either the Medical Technology, Pathology Assistant, or Physician's Associate program.

Medical Technology

ADMINISTRATION

Chairman, Department of Pathology: Robert B. Jennings, M.D., *Professor of Pathology*

Chairman Emeritus: Thomas D. Kinney, M.D., *R. J. Reynolds Professor of Medical Education*

Medical Director, Medical Technology Program: Frances K. Widman, M.D., *Associate Professor of Pathology*

Program Director, Medical Technology Program: Margaret C. Schmidt, MT(ASCP), M.A.T., *Associate in Pathology*

Education Coordinators, Medical Technology Program: Cynthia L. Wells, MT(ASCP), B.S.; Donna L. Orti, MT(ASCP), B.S.

FACULTY MEMBERS

Associate Professors: C. Craig Harris, M.S.; Dolph Klein, Ph.D.; Peter Zwadyk, Ph.D.

Assistant Professors: Peter H. Anderson, Ph.D.; William H. Briner, B.S.; Robert L. Habig, Ph.D.; Peter Zwadyk, Ph.D.

Associates: John A. Bittikofer, Ph.D.; Philip A. McHale, Ph.D.

Instructors: Edwin M. Bumgarner, MT(ASCP), M.P.H.; Roberta S. Jacobs, MT(ASCP), B.S.; Ardell M. Proctor, MT(ASCP), M.S.; Robert F. Wilderman, B.S.

Clinical Teaching Staff: Pamela Brown, MT(ASCP), Carol Burns, MT(ASCP); John Carr, B.S.; Betty R. Crews, MT(ASCP); Jean T. Crute, MT(ASCP); Anne L. Finch, MT(ASCP); Robert L. Hoover, B.S.; Norma J. Lester, MT(ASCP); Miriam Marshall, MT; Valerie E. Walker, MT(ASCP); Irene A. Wyatt, MT(ASCP).

Program of Study. The Medical Technology Program is a two-year baccalaureate program, with courses taught during the academic year. Each term of the junior year consists of three required courses and one elective course. Selection of the elective course will depend on transfer credits accepted by Duke University Medical Center toward the B.H.S. degree and requirements of the National Accrediting Agency for Clinical Laboratory Sciences. The senior year is spent in didactic courses and student and clinical laboratories of Duke University Medical Center facilities. Upon successful completion of this two-year program, the student is awarded the B.H.S. degree and a certificate in medical technology.

Curriculum. Students must complete the following:

Junior Year

<i>Fall semester</i>		<i>Course weight</i>
PTH 120	Immunology and Immunochemistry	1
PTH 121	Blood and Body Fluids	1
PTH 132	Medical Microbiology	1
*PHS 102	Basic Human Physiology	1
*ZOO 151L	Principles of Physiology	1
†Elective	(If biology and physiology requirements are completed.)	1
<i>Spring semester</i>		<i>Course weight</i>
PTH 107	Human Pathology	1
PTH 112	Instrumentation	1
PTH 114	Medical Chemistry	1
Elective		1

Senior Year

<i>Fall semester</i>		<i>Course weight</i>
PTH 122	Parasitology	1
PTH 126	Laboratory Supervision and Management	1
Two clinical Laboratory Courses to be assigned from PTH 150, 151, 152, or 153		1 (each)
<i>Spring semester</i>		<i>Course weight</i>
PTH 124	Educational Techniques for the Health Professional	1/2
PTH 195	Student Seminar	1/2
CHS 110	Medical Uses of Computers	1
Two Clinical Laboratory Courses to be assigned from PTH 150, 151, 152, or 153		1 (each)

*Either PHS 102 or Zoology 151L may be taken.

†Elective courses may be selected from the following (see *Bulletin of Duke University, Undergraduate Instruction*, for course descriptions): Botany 103, 156; Zoology 180, 117, 248; Psychology 93; Sociology 141; History 158; Mathematics 53.

The above curriculum provides sixteen course credits in the junior and senior years and should satisfy requirements for students who wish to be eligible for MT(ASCP) certification.



Prerequisites for Admission. Applicants must satisfy the general admission requirements for the Bachelor of Health Science degree and must have earned at least a C+ average in their science courses. A total of four courses (sixteen semester or twenty-four quarter hours) is required in chemistry including at least one course in organic chemistry. Quantitative analysis will be accepted in lieu of the second semester of organic chemistry. Four courses (sixteen semester or twenty-four quarter hours) are required in biology. If possible, one course should be in physiology and one in general bacteriology. If the applicant presents only three courses in biological science, the fourth course must be taken in the junior year. One course in college mathematics is also required.

Application Procedures. Applications must be submitted by March 1 of the year for which admission is requested, and must contain the following:

1. A completed Duke University Medical Center Allied Health application form, including a nonrefundable fee of \$20;
2. Official transcripts from all colleges and universities or other academic institutions attended;
3. Scholastic Aptitude Test scores from the College Entrance Examination Board;
4. Three letters of recommendation—one from a professor of biological sciences, one from a professor of chemistry, and one from a college adviser.

Special Expenses. Textbook expenses for the first year are approximately \$100; for the second year, \$150. The cost of uniforms for the second year is approximately \$100.

Financial Aid. A small amount of University loan funds is available. In addition, residents of North Carolina may obtain financial aid from the North Carolina Medical Care Commission.

Pathology Assistant

ADMINISTRATION

Chairman, Department of Pathology: Robert B. Jennings, M.D., *Professor of Pathology*
Chairman Emeritus: Thomas D. Kinney, M.D., *R.J. Reynolds Professor of Medical Education*
Director, Pathology Assistant Program: Philip C. Pratt, M.D., *Professor of Pathology*
Associate Director, Pathology Assistant Program: Kenneth R. Broda, M.A., *Associate*
Assistant Director, Pathology Assistant Program: Judith L. Rissman, B.A.

FACULTY ADVISORY BOARD

Professors: Donald B. Hackel, M.D.; Robert B. Jennings, M.D.; William W. Johnston, M.D.; Thomas D. Kinney, M.D.; Philip C. Pratt, M.D.; Joachim R. Sommer, M.D.; F. Stephen Vogel, M.D.
Assistant Professors: Dolph O. Adams, M.D., Ph.D.; Ralph C. McCoy, M.D.

FACULTY

Assistant Professors: Robin Vollmer, M.D.; Jane Gaede, M.D.; Peter Zwadyk, Ph.D.
Associates: John P. Pickett, HT(ASCP); Margaret C. Schmidt, MT(ASCP), M.A.T.
Instructors: Chief, Medical Illustration Service, V.A. Hospital: Wayne Williams, A.B., R.B.P.; Cynthia L. Wells, MT(ASCP), B.S.; Roberta S. Jacobs, MT(ASCP), B.S.; Donna L. Orti, MT(ASCP), B.S.; Ardell M. Proctor, MT(ASCP), M.S.

The Pathology Assistant Program is designed to meet the growing need for trained personnel to assist the anatomic pathologist in the areas of surgical and autopsy pathology including histopathologic technique. Upon completion of the program, the student will have acquired knowledge and skills that will permit him to fill an important role in the medical field. The pathologist is a physician



and scientist whose primary functions are the study and diagnosis of disease. He customarily has the responsibility for the direction of the clinical and anatomic pathology services in the hospital.

Program of Study. The program is two calendar years in length and includes four semesters of both practical and academic training and two summer externships. The externships, conducted in the Department of Pathology, are three months in length and consist of practical training in anatomic pathology. Upon successful completion, the Bachelor of Health Science degree and a certification of achievement are awarded.

Curriculum. Students must complete the following:

Junior Year

<i>Fall semester</i>		<i>Course weight</i>
ANA 101	Human Anatomy	1
PHS 102	Basic Human Physiology	1
PTH 102	Histologic Technique and Interpretation	1
PTH 121	Blood and Body Fluids	1
PTH 106	Basic Pathology	1
<i>Spring Semester</i>		
PTH 200	Pathology	2
PTH 160	Autopsy Technology	1½
PTH 162	Histologic Technology	1

Senior Year

<i>Fall Semester</i>		<i>Course Weight</i>
PTH 110	Systemic Pathology	1
PTH 165	Surgical Pathology	½
PTH 132	Medical Microbiology	1
PTH 168	Autopsy Practicum	½
One elective course*		1
<i>Spring Semester</i>		
PTH 164	Clinical Diagnostic Methods	1
PTH 166	Surgical Pathology	½
PTH 169	Autopsy Practicum	½
PTH 161	Medical Photographic Technology	1
One elective course*		1

*Electives may be chosen from courses offered by the Department of Pathology or from undergraduate junior or senior level courses approved by the department.

Two summer externships arranged by the Pathology Assistant Program are required for certification.

Prerequisites for Admission. Applicants must satisfy the general admission requirements for the Bachelor of Health Science degree. Enrollment is very limited, and selection is based on the applicant's academic record, test scores, experiences, and evidence of his general aptitude and capability as indicated by the letters of recommendation. The Pathology Assistant Program does not require patient contact experience and accepts applicants who do not have past health related experience.

Application Procedures. Applications must be completed by May 1 of the year for which admission is requested and must contain the following:

1. A completed Duke University Medical Center Allied Health application form, including a nonrefundable fee of \$20;
2. Official transcripts from the armed forces and all high schools, colleges, or other academic institutions attended;
3. Scholastic Aptitude Test scores from the College Entrance Examination Board;
4. Three letters of recommendation—one from a science professor and the remaining from individuals who have knowledge of the student's professional or educational qualifications.

All applicants will be notified by June 1 regarding admission to the program. Requests for further information and application forms should be directed to: Kenneth R. Broda, Associate Director, Pathology Assistant Program, Department of Pathology, Duke University Medical Center, Durham, North Carolina 27710.

Special Expenses. Books will cost approximately \$150 and the required uniforms, about \$50.

Financial Aid. Students who have been officially accepted into the program will receive a stipend of \$2,200 per annum from the Veterans Administration Hospital for each of the two years of their training. In addition, those students demonstrating further need may be eligible for student loans and scholarships explained on page 4.

Physician's Associate

PHYSICIAN'S ASSOCIATE PROGRAM ADMINISTRATION AND COURSE DIRECTORS

Chairman: E. Harvey Estes, Jr., M.D., *Department of Community Health Sciences*
Program Director: Michael Hamilton, M.D., *Chief of Division for Health Team Development and Assistant Professor of Community Health Sciences*
Associate Director: Reginald D. Carter, Ph.D., *Assistant Professor of Community Health Sciences and Physiology*
Program Coordinator: Lynn Hartwig, M.A.
Program and Surgical Coordinator: Paul S. Toth, B.S., R.P.A.
Assistant to the Director for Curriculum Development: Joyce Nichols, R.P.A.
Assistant Director for Legal Affairs: Nancy Shaw, J.D.
Director of Finances: Edward H. Pope

FACULTY

Professors: Arthur Christakos, M.D.; Suydam Osterhout, M.D.
Associate Professors: Patrick Kenan, M.D.; Malcolm H. Rourk, M.D.; Francis Widmann, M.D.
Assistant Professors: Collin F. Baker, Jr., M.D.; Charles Blake, Ph.D.; William J. Kane, M.D.; Margaret Schmidt, MT(ASCP), M.A.T.; Thomas T. Thompson, M.D.; Alan D. Whanger, M.D.
Assistant Adjunct Professors: Donald Calbreath, Ph.D.; Walter Duran, Ph.D.; Frank McGrew, M.D.; Chau Wu, Ph.D.

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PHYSICIAN'S ASSOCIATE PROGRAM ADVISORY CONSULTANTS

Eugene A. Stead, Jr., M.D., Professor of Medicine, Chief Advisory Consultant
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James C. Mau, B.S., Executive Director, Medical Private Diagnostic Clinic
Jay S. Skyler, M.D., Assistant Professor, Department of Medicine, Duke University Medical Center

More than a decade ago clinicians at Duke University Medical Center, concerned with the application of new diagnostic and therapeutic procedures, found they could safely and effectively delegate many of their tasks to non-physicians. Because of the scarcity of nurses and other allied health professionals, the specialists relied primarily on ex-military corpsmen, with previous health-related education and experience. Dr. Eugene A. Stead, Jr., then Chairman of the Department of Medicine at Duke, recognized the potential of the corpsmen experiment and concluded that the clinicians' use of military paramedical personnel might be adapted readily to augment the primary care physician in an effort to solve the health care shortage dilemma.

The physician's associate possesses a broad understanding of medicine and health care. Students are chosen on the basis of their demonstrated commitment to providing health care, their academic potential, and ability to communicate with patients. These innate strengths are developed during the two years of study. At the end of this time, the graduate physician's associate is able to interrelate with patients to obtain a thorough history and physical examination, to record this information, and to present it clearly to a physician. The physician's associate assists the physician in performing appropriate diagnostic and therapeutic procedures and counsels patients about their health care or therapeutic plans of management. Students are also taught to assess and monitor the condition of ill patients. In addition, physician's associates provide patient care services such as wound suturing, dressing changes, cast application and removal, and after-hours laboratory studies. Duke University Medical Center offers a certificate to those students who meet the requirements of the Physician's Associate Program but do not have the necessary number of undergraduate hours to qualify for the Bachelor of Health Sciences degree.

Program of Study. The curriculum is twenty-four consecutive months and has been developed to provide all students with an in-depth understanding of the medical sciences and their application to a clinical discipline. It consists

of nine months of course work in basic medical sciences followed by fifteen months of clinical work. All students are required to complete eight weeks of medical inpatient service, eight weeks of surgical outpatient and emergency service, and at least four weeks of obstetrics and gynecology. The final ten weeks of clinical rotation is spent away from Duke in a primary care setting. Because the clinical teaching is carried out in many areas, students should plan on being away from the Durham area for part of their clinical experience.

Curriculum. Before proceeding into the clinical phase of the curriculum, students must satisfactorily complete the following:

Pre-Clinical Schedule

<i>Fall semester</i>		<i>Course weight</i>
ANA 101	Basic Human Anatomy	1
PHS 102	Basic Human Physiology	1
PTH 101	Basic Clinical Chemistry	1
MED 115	Laboratory Procedures	1 2
MED 110	Clinical Medicine and Patient Evaluation including Human Interaction	1 2
		<u>5</u>
<i>Spring semester</i>		<i>Course weight</i>
PHS 101	Introductory Pharmacology	1
MIC 101	Introductory Microbiology	1 2
PTH 107	Human Pathology	1
RAD 101	Introductory Radiology	1 2
SUR 101	Experimental Surgery	1 2
MED 111	Clinical Medicine and Patient Evaluation II including Electrocardiography	1 2
		<u>5</u>
<i>Elective</i>		
CHS 102	Introduction to Health Care*	1

After satisfactory completion of all basic science courses, students must complete the following:

Clinical Schedule

General Medical Inpatient Service	2 courses	8 weeks
General Surgical Outpatient Emergency Service	2 courses	8 weeks
Obstetrics and Gynecology	1 course	4 weeks
Pediatrics	1 course	4 weeks
Two elective courses required for BHSt	<u>2 courses</u>	<u>8 weeks</u>
	8 courses	32 weeks

In addition to the above clinical courses required for the B.H.S. degree, students must also complete:

Four elective courses required for certificate‡	4 courses	16 weeks
	Subtotal:	48 weeks
Primary Care Medicine §		10 weeks
	Total:	58 weeks

*This course is taught during the fall and spring semesters and is required for certification.

‡Selection of electives is determined in accordance with specialty training guidelines from a number of four- or eight-week rotations. Courses taken during spring and fall semesters of second year.

‡Same as above except courses taken during summer session of first year.

§This rotation is taken only during the summer of the last year.

Prerequisites for Admission. Applicants must have met all the requirements for transfer students to Duke University and must have taken an accept-



able college level course in chemistry and biology. Students must have a minimum of 2,000 hours (one full year) in a health field involving direct patient contact. Experience gained as a medical corpsman, medical technologist, radiologic technologist, registered/practical nurse, inhalation therapist, or in other medical fields fulfill this requirement.

Application Procedures. Applications must be submitted by January 1 of the year for which admission is requested and must contain the following:

1. A completed Duke University Medical Center Allied Health application form, which includes a nonrefundable fee of \$20;
2. Official transcripts from all high schools, colleges, or other academic institutions attended;
3. Scholastic Aptitude Test scores of the College Entrance Examination Board;
4. Three letters of recommendation—one from an immediate supervisor, one from a physician with whom the applicant has worked, and one from an acquaintance of five or more years.

All applicants will be notified by April 15 regarding admission to the program. Requests for further information and application forms should be directed to: Director of Admissions, Physician's Associate Program, P. O. Box 2914, Duke University Medical Center, Durham, North Carolina 27710.

Special Expenses. Books for the program will cost approximately \$175, equipment \$270, and uniforms \$70.

Financial Aid. It is possible to receive the entire amount of tuition through the Duke University tuition loan plan. However, due to the limited amount of money available, requests are considered individually and approved on the basis of financial need. The Physician's Associate Program has limited funds available for defraying living expenses, and these are also distributed on the basis of need. This should not be relied on, however, as a student's total means of subsistence. Part-time employment for students is available in many areas of the Medical Center. Frequently such employment can net students about \$100 per month and yet not jeopardize their education. Students must comply with the academic schedule and are prohibited from working more than fifteen hours per week.

Academic Procedures and Information

GRADING AND GRADE REQUIREMENTS

Final grades on performance in academic work are sent to students after the examinations at the end of the fall and spring semester.

Passing Grades. Passing grades are *A*, exceptional; *B*, superior; *C*, satisfactory; and *D*, low pass. A passing grade may be modified by a plus or minus. A *Z* may be assigned for the satisfactory completion of the first semester of a two-course sequence. This permits an instructor to assign an earned grade for the entire year during the grading period for the second course of the sequence.

The D Grade. Although the *D* grade represents low pass, no more than two courses passed with *D* grades may be counted among the thirty-two courses required for graduation.

Failing Grades. A grade of *F* or *U* (see pass/fail option below) indicates that the student has failed the course, which is recorded on the student's record. If he registers for the course again, a second entry of the course and the new grade earned is made on the record, but the first entry is not removed.

Pass/Fail Grading Option. With the consent of the instructor and program director, a student may choose to be graded on a pass/fail basis in one elective course each semester or summer session.

A student enrolling in a course on a pass/fail basis completes all the work of the course but receives either a pass (*P*) or fail (*U*) in lieu of a standard grade. After the first two weeks of classes in any semester, no student may change his status to or from a pass/fail basis. A pass grade may not subsequently be converted to a regular letter grade nor may the course be retaken on a regular credit basis.

Grades When Absent from Final Examination. In all cases in which a student is absent from a final examination, he receives an *X* instead of a final grade. If he does not present an acceptable explanation for his absence to the Office of the Associate Director of Medical Education for Allied Health within forty-eight hours after the scheduled time of the examination, the *X* is converted to an *F*. If the absence is excused by the Associate Director, the student arranges with the instructor for a make-up examination. An *X*, not cleared by the end of the semester following the examination missed, is converted to an *F*. (See Final Examinations and Excused Absences on page 18.)

Grades for Incomplete Work. If because of illness or other emergency a student's work in a course is incomplete, he may receive an *I* for the course instead of a final grade. Incomplete courses must be completed before the close of the succeeding semester; otherwise, the *I* is converted to an *F*. Seniors must complete all courses before graduation. In case a student whose work is incomplete is also absent from the final examination, he receives an *X* for the course.

For the purpose of determining if a student satisfies continuation requirements, an *I* is counted as failing to achieve satisfactory performance in that course.

GRADUATION AND CONTINUATION REQUIREMENTS

Continuation Requirements. A student must achieve a satisfactory record of academic performance and make satisfactory progress toward graduation each semester. To remain in the University a student must not fail two or more courses

in any semester. If a student, for any special reason, has been permitted to enroll for three or fewer courses, he is required to pass all courses.

Students are reminded that in cases where continuation is in question, incomplete work in any course is counted as a failure to achieve satisfactory performance in that course. Such courses must be completed in time for final grades to be submitted to the Registrar no later than the day preceding the opening of the spring semester or June 15 in the summer.

Any student excluded under the provisions of this regulation may at his request have his case reviewed by the Associate Director of Medical Education for Allied Health.

Requirements for Degree. To be graduated a student must pass a minimum of thirty-two courses (including the sixteen courses required for admission) and all courses prescribed in his program of study. Of the course required for graduation, no more than two courses with *D* grades will be accepted.

Residence Requirements. At least sixteen semester-courses must be completed satisfactorily at Duke. This must include the final four semesters.

Commencement

Graduation exercises are held once a year in May, and at this time, degrees are conferred to those who have completed requirements at the end of the spring semester. Those who complete degree requirements at the end of the fall semester or the end of a summer term become eligible to receive diplomas dated September 1 or December 30, respectively, and the diplomas are mailed after final approval by the Academic Council and the Board of Trustees. Any persons who receive diplomas dated September 1 or December 30 may return for the commencement weekend and participate in the graduation exercises in May following the date of the diploma.

Eligibility for Academic Honors

To determine eligibility for academic honors, only letter grades earned at Duke, with the exception of the *P* (pass) grade, enter into the calculation of the average.

Dean's List. In recognition of academic achievement, juniors who carry a normal academic load and earn a *B* average or higher in the two semesters of an academic year are placed on the Dean's List if the following additional requirements are met:

1. Six semester-courses must be presented in which grades other than *P* have been awarded.
2. No student receiving an incomplete or failing grade within the academic year shall be placed on the Dean's List.

Class Honors. Students in the junior year who carry a normal academic load and earn a *B+* average on all work for the year are eligible for Class Honors provided the following conditions are met:

1. Six semester-courses must be presented in which grades other than *P* have been awarded;
2. No student receiving an incomplete or failing grade within the academic year shall be eligible for Class Honors.

Graduation Honors. Full-time or part-time students who earn the following averages for all work taken at Duke are graduated with honors: a *B* average earns a degree *cum laude*; a *B+* average earns a degree *magna cum laude*, and an average of *A-* or above earns a degree *summa cum laude*.

Course Information

The unit of credit for academic work is the semester-course. Double-courses and half-courses are recognized.

Transfer Credit. Duke credit may be granted for course work satisfactorily completed at other regionally accredited, degree-granting institutions. Courses in which grades of less than C – have been earned are not accepted for transfer credit. The semester-course credit unit awarded at Duke for satisfactorily completed courses cannot, of course, be directly equated with semester-hour or quarter-hour credits. A semester's work accepted as a normal course load by the other institution transfers as a block of four course units at Duke, provided the courses taken at the other institution are acceptable by Duke as Duke course equivalents or electives. Ordinarily, a transfer student will not be awarded more than four course units for one semester's work unless he has satisfactorily completed more than the normal course load at the institution from which he transfers. All courses approved for transfer credit are listed on the student's permanent record at Duke (unless the student has received a degree) but grades earned in such courses are not recorded.

Courses taken at other institutions are evaluated by the Medical Center Registrar.

Students who transfer to Duke may receive credit for a maximum of two years of work at other institutions of approved standing. No credit is given for work completed by correspondence, and credit for no more than two semester-courses is allowed for extension courses.

Course Load and Eligibility for Courses. The normal and expected course load each semester is four to five semester-courses. To take fewer than four or more than five semester-courses in any semester, a student must have the approval of the program director and the Associate Director of Medical Education for Allied Health. No student, however, may take more than six courses in any semester.

Course Audit. With the written consent of the instructor and the program



director, a full-time degree student is allowed to audit one or more courses in addition to the normal program. After the first two weeks of classes in any semester, no student classified as an auditor in a particular course may take the course for credit, and no student taking a course for credit may change classification to an auditor. A student may not repeat for credit any course he has previously audited. Auditors submit no daily work, take no examinations, and receive no credit for courses.

Course Changes After Classes Begin. Students, with the approval of the program director, may drop and add courses during the first two weeks of classes. Courses added during the second week of classes require, in addition, the approval of the appropriate instructor.

Students may drop a course without penalty until the time mid-semester grades are assigned if clearly carrying a course overload. Factors such as poor health or necessary outside work are also considered in permitting withdrawal from courses without penalty. A W is entered on the permanent record in lieu of a grade in all cases where withdrawal without penalty is approved. After the time limit has expired, withdrawal from any course will ordinarily result in a grade of F. Courses discontinued prior to mid-semester without approval will also be assigned an F.

Class Attendance and Excused Absences

Responsibility for class attendance rests with the individual student. He is expected to attend classes regularly and punctually and must accept the consequences of failure to attend. An instructor is privileged to refer to the Associate Director of Medical Education for Allied Health for suitable action students who in his opinion are causing their work or that of the class to suffer because of absences. When excessive absences result in a student's failure to carry a normal course load, the Associate Director of Medical Education for Allied Health, after a conference with the student, will determine whether the student may continue his enrollment in the college.

Absences from required classes and tests ordinarily are excused only for illnesses certified by a proper medical official of the University, and for authorized representation of the University in out-of-town events. Officials in charge of groups representing the University in such events are required to submit names of students to be excused to the Office of the Associate Director of Medical Education for Allied Health forty-eight hours before absences are to begin.

Final Examinations and Excused Absences

Customarily an examination is the final exercise in an undergraduate course, but it is understood that not all courses profit from this process. Therefore, unless departmental policy stipulates otherwise, the conduct of the final exercise is determined by the instructor, except that a final written examination may not exceed three hours in length and a final take-home examination may not require more than three hours in the actual writing.

Absences from final examinations are excused by the Associate Director of Medical Education for Allied Health only in exceptional circumstances, such as illness certified by a medical official of the University or other conditions beyond the control of the student. A student who misses a final examination must notify the Office of the Associate Director of Medical Education for Allied Health within forty-eight hours after the scheduled time of the examination. Failure to so notify and to present an acceptable reason for his absence from the examination will result in the student's receiving an F in the course.

Changes in Status

Withdrawal and Readmission. A student who wishes to withdraw from the University must give official notification to the Associate Director of Medical Education for Allied Health. Withdrawals at student initiative prior to the Thanksgiving recess in the fall semester or prior to April 15 in the spring semester are coded as voluntary, and a W is entered in lieu of a grade for each course. Voluntary withdrawals after these dates are permitted only in the event of emergencies beyond the control of the student.

Applications for readmission are made to the Medical Center Registrar. Each application is reviewed by the admissions committee of the program to which the student applies. A decision is made on the basis of several criteria including the applicant's academic record at Duke, his prospects of completing requirements for graduation, his citizenship record at Duke, evidence of his increasing maturity and discipline, the degree of success attendant upon his activities during the time away from Duke, and finally the applicant's relative standing among the group of students applying for readmission.

Leave of Absence. A student in good standing may apply in writing to the Associate Director of Medical Education for Allied Health to take a leave of absence for one or two semesters. He must apply before the end of the fall semester for a leave of absence during the spring semester and before July 15 for a leave of absence during the fall semester. If the leave is approved, the student must keep the Associate Director informed of any change of address.

Full-Time and Part-Time Degree Status. Normally, undergraduate students who are candidates for degrees are expected to enroll for a normal course load each semester. A student who needs to change from full-time status, or from part-time to full-time status, must have the approval of the program director and the Associate Director of Medical Education for Allied Health. For special reasons approved by the program director and the Associate Director, a full-time degree student who is qualified to continue may register in a part-time degree status for no more than two courses.

Admission

Students seeking admission to the Bachelor of Health Science degree programs must have completed two years of study at an accredited institution. In addition, they must have a minimum of sixteen courses equivalents (60 semester hours) of transferable credit including at least one course in English, three in natural science, three in social sciences or history, and one in humanities. Additional requirements are listed in the description of the programs.

Other Information

Release of Student Records. No confidential information contained in student records (academic or otherwise) is released to non-University persons or to unauthorized persons on the campus without the consent of the student. Consent is evidenced by each student's signing a form which authorizes the release of personal data. The form may provide for the release of information to one or more persons or agencies only, or it may be a blanket release. Blank forms to authorize or revise the permission are available in the office of the program directors.

Identification Cards. Undergraduate students are issued two-part identification cards which they should carry at all times. The cards are the means of

identification for library privileges, University health services, athletic events, and other University functions or services open to them as University students. Students will be expected to present their cards on request to any University official or employee.

The cards are not transferable, and fraudulent use may result in loss of student privileges or suspension. A student should report the loss of this card immediately to the Registrar's Office. The cost of new identification card is \$5.

Financial Information

TUITION AND FEES*

Estimated Expenses for an Academic Year. Certain basic expenditures such as tuition, board, and room are to be considered in preparing a student's budget. These necessary expenditures, with a reasonable amount allotted for miscellaneous items, are shown below:

Tuition	\$3,230 per year
Books, uniforms, and supplies	\$180-\$280 per year
Food	\$121 per month
Lodging	\$110 per month
Miscellaneous (travel, laundry, clothing, etc.)	\$125 per month

Debts. No records are released and no student is considered by the faculty as a candidate for graduation until he has settled with the Bursar for all indebtedness.

Bills may be sent to parents or guardians provided the Bursar has been requested in writing to do so. Failure to pay bills on or before the due dates will bar the student from class attendance until the account is settled in full.

Tuition. The tuition charge of \$1,615 per semester (\$3,230 for the academic year) is due and payable at times specified by the University for that semester.

Registration Fees and Deposits. On notification of acceptance, baccalaureate degree students are required to pay a nonrefundable first registration fee of \$25.* Students in the Physician's Associate Program are required to make a deposit of \$75. The deposit will not be refunded to accepted applicants who fail to matriculate. For those who do matriculate, the deposit is applied to the cost of tuition.

Late Registration. Students who register in either semester at a date later than that prescribed in the Calendar must pay to the Bursar a fee of \$25.

Part-time Students. In the regular academic year, students who register for no more than two courses in a semester are classified as part-time students. In 1975-76 part-time students were charged at the following rates: One course, \$310.00; half-course, \$155.00; quarter-course, \$77.50; one course plus laboratory or precept, \$413.00. Registration for more than two courses requires payment of full tuition. Graduate students registered for undergraduate courses will be assessed 3 units for non-laboratory courses and 4 units for laboratory courses. Nondegree students beyond usual college age who are on review for admission to degree programs, as designated by the Office of Continuing Education, pay fees by the course whether the course load is one, two, or three courses.

Auditors. Auditing of one or more courses without charge is allowed stu-

*These are estimated figures only. Tuition and fees are subject to change without notice.

dents paying full fees, provided that the consent of the instructor is obtained. In 1975-76 students who were enrolled for one or two courses could audit other courses by payment of \$40 for each course audited. With the consent of the appropriate instructor and the Registrar, graduates of Duke could audit undergraduate courses for \$40 each course.

Duke Employees. Full-time employees with one or more years of service with the University may request permission to take for credit or audit up to two courses during any one semester. Permission may be granted based on the individual merits and circumstances of each application. Employees receiving permission to take such courses for credit will be charged one-half the tuition rate for part-time students as shown above. Courses may be audited upon payment of \$40 per course. Employees are required to submit a formal application by December 1 or July 15.

Fees for Transcripts. Requests for transcripts of academic records should be directed to the Office of the Medical Center Registrar. A minimum fee of \$2, payable in advance, is charged for a single copy.

Refunds

If a student withdraws, his tuition is refunded according to the following schedule:

<i>Withdrawal</i>	<i>Refund</i>
Before classes begin	Full amount
During first or second week	80%
During third to fifth week	60%
During sixth week	20%
After sixth week	None

Courses of Instruction

Courses numbered from 150 through 189 either list specific prerequisites or have as prerequisite the completion of the junior year in one of the programs.

Double numbers separated by a hyphen indicate that the course is a year-course and must normally be continued throughout the year if credit is to be received.

ANATOMY

ANA 101. Basic Human Anatomy. A lecture-laboratory discussion course that examines human morphology and the fundamental relationships among the neurologic, musculo-skeletal, cardiovascular, gastrointestinal, respiratory, renal, and reproductive systems. The course includes cadaveric presentations of every major region of the human body. Intended primarily for students in allied health programs. One course. *Blake and Staff*

COMMUNITY HEALTH SCIENCES

CHS 101-2. Community and Family Medicine. A description of the development of key ideas concerning modern scientific medicine and broad social questions regarding the medical profession. Topics include the social roles of patients as well as physicians, the public image of medicine, the impact of various historical epochs such as the industrial revolution, and changing attitudes toward poverty and welfare. The various systems for the delivery of health

care, the nature and implications of pending health care legislation, health care cost and payment mechanisms, and types and extent of health care services provided by both public and private agencies are examined. In addition, there will be discussions of the social and cultural aspects of health, dealing with the terminally ill, euthanasia, genetic engineering, and human subject experimentation. Epidemiology and statistical principles will also be included. One course. *Baker and Staff*

CHS 110. Medical Applications of Computers. This lecture, laboratory, and demonstration course will introduce the student to computer use for calculational and non-numeric computations through use of a higher order language (e.g., fortran), and to the uses of computers in ongoing medical and medicine-related projects in the Duke-Veterans Hospital complex. The practical assignments, in conjunction with lectures and demonstrations, will permit the students, as part of the course, to write, evaluate, or analyze a problem-directed program. One course. *McHale and Staff*

CHS 150. General Community Medicine. An eight-week rotation in which the student learns to compile a data base about common office and hospital problems facing community practitioners and maintain problem-oriented medical records while aiding the physician in the evaluation and care of the patient. Two courses. *Staff*

CHS 151. Family Practice. A four or eight-week clinical experience surveying the components of family practice, including emotional conflicts and interpersonal relationships with the patient and other members of the family unit. Through experience in interviewing and examining patients, the student is exposed to the multifaceted approach of understanding and treating physiologic and sociologic components of disease processes. In this situation, an understanding of the common diseases treated by primary care practitioners and the aspects of the unique relationship a physician's associate experiences with private patients, their physician, and other health team members is developed. One or two courses. *Kane and Staff*

CHS 180. Primary Care Medicine. A ten-week clinical experience in association with a community-based practitioner to acquaint the student with those aspects of the practice of medicine unique to the community setting. In the hospital the student makes rounds with the physician and assists him in fulfilling his inpatient responsibilities. In the office, the student learns about management procedures in a private practice and helps the physician by providing services consonant with his individual background and clinical training. Required for certificate. *Estes, Hamilton, and Staff*

CHS 191. Independent Study. This special course enables students on an individual basis to select with program administrators a series of objectives and to develop a program that can reasonably be expected to achieve those objectives. One course. *Estes, Hamilton, and Staff*

MEDICINE

MED 110-11. Clinical Medicine and Patient Evaluation. A didactic lecture course taken concurrently with Patient Evaluation. The major problems which patients present and the use of a data base (historical information, physical examination, laboratory parameters) relating to these problems enabling the student to extract a problem list are discussed. Detailed information about the more important aspects of disease states prevalent in the United States causing the demand for health service is given. The characteristics of both normal and

abnormal disease states are examined. Students also meet in groups of four with one instructor for bedside experience in the techniques of obtaining meaningful health histories and performing thorough physical examinations. Students are taught to record patient data using the format of a problem-oriented medical record and then to present such information orally to the supervising physician. Enrollment is limited to physician's associate and nursing students. One and one half courses. *Hamilton, Baker, and Staff*

MED 150. Inpatient Medicine. An eight-week full-time required clinical rotation in which the student learns to apply his basic medical knowledge to the problems and situations encountered on an inpatient service. By collecting a data base, formulating a complete problem list, and participating in daily rounds and in the management of patient problems, the student develops an awareness and understanding of the multiple aspects of disease processes and becomes familiar with therapeutic regimen and dispositions relative to specific disease states. The student will present the data base of each new patient to the supervising physician or attending rounding physician in a coherent, concise fashion. Two courses. *Staff*

MED 151. Outpatient Medicine. An eight-week full-time required clinical rotation in which the student learns to apply his basic medical knowledge to the common problems and situations encountered on an outpatient/emergency service. The student assists the staff by taking histories, completing physical examinations, initiating emergency care consistent with triage findings reviewed by the resident staff, performing routine diagnostic laboratory studies, and arranging for and tabulating data from other diagnostic studies. Two courses. *Staff*

MED 152. Intensive Care. A four-week rotation that acquaints the student with the acute and intensive care required for patients who have undergone major and complex surgical procedures, suffered massive and severe complicating cardiorespiratory collapse or other life-threatening medical crises. Emphasis is placed on ventilatory assistance, cardiopulmonary resuscitation, fluid and electrolyte replacement, and acid-base balance under resident physician supervision. One course. *Staff*

MED 153. Cardiology. A four- or eight-week rotation during which the indications, limitations, and methods of performing necessary diagnostic procedures for the evaluation of disorders of the cardiovascular systems are studied. Students conduct initial patient evaluations including the history and physical examination and perform relevant diagnostic and therapeutic studies including familiarity with electrocardiographic and phonocardiogram studies. One or two courses. *Cardiology Staff*

MED 154. Cardiovascular Laboratory. During this four- or eight-week rotation the student studies the physiology and pathophysiology of common acquired and congenital heart diseases. Patients' histories, physical examination, and laboratory findings are correlated with the hemodynamic and angiographic findings obtained during cardiac catheterization. The student learns the indications, usefulness, and possible complications of different cardiac-catheterization and other diagnostic procedures and develops skill to assist the physician in performing them. In addition, one learns the general setup of a cardiac catheterization laboratory and to develop skills to operate various X-ray and electronic equipment used in cardiac catheterization. One or two courses. *Cardiology Staff*

MED 155. Endocrinology. A four- or eight-week rotation designed to acquaint the student with endocrinological diseases. The emphasis is placed on

obtaining the defined endocrine data base and appropriate treatment of the disease. Students attend all daily rounds and conferences while on the service. They are taught the indications, limitations, and methods of performing diagnostic procedures including glucose, tolbutamide, and arginine tolerance tests; thyroid function tests; and urinary steroid determinations. Students educate patients with endocrine diseases about their disease processes, diagnostic evaluations, and therapies. One or two courses. *Endocrinology Staff*

MED 156. Gastroenterology. During this four- or eight-week rotation students study the diagnosis, pathophysiology, and essentials of therapy of various gastroenterologic problems. He learns to perform and interpret the following diagnostic procedures: nasogastric intubations and gastric analyses (both with and without fluoroscopy), secretin tests, rectal and small bowel biopsies, proctoscopies, sigmoidoscopies, and gastroscopies. He also learns to care for endoscopic and biopsy instruments and biopsy specimens. One or two courses. *Gastroenterology Staff*

MED 157. Hematology-Oncology. During this four- or eight-week rotation the student learns to recognize physical abnormalities, especially those relevant to hematologic and oncologic problems, and to measure and record these on grid sheets; and the classical symptomatic expression for some of the most frequent, common anemias. In addition, he learns to perform a peripheral blood differential of the white cells; the principles of blood transfusions and steps in the management of untoward reactions to blood; and to assist at procedures such as thoracentesis, paracentesis, bone marrow aspiration, bone marrow biopsy, and spinal lumbar puncture. He learns the proper way to approach patients with serious and life-threatening illness so that history-taking and discussion can be meaningful, but not threatening to either the patient or the student. One or two courses. *Hematology Staff*

MED 159. Allergy and Respiratory Disease. A four- or eight-week rotation that provides an indepth exposure to patients with respiratory and allergic conditions. The problems encountered by patients who have respiratory ailments are studied in detail as are the associated special history and physical examination techniques and diagnostic and therapeutic procedures (including allergy skin testing, eosinophilic nasal smear counts, sputum evaluation, chest X-ray, and ventilatory therapy). The student participates in daily rounds and teaching conferences on respiratory diseases and gains a knowledge of the therapeutic regimen, their indications, availability, reliability, and limitations in the treatment of respiratory and allergic diseases. One or two courses. *Pulmonary Staff*

MED 160. Nephrology. During this four- or eight-week rotation, the student learns to gather and record information in a problem-oriented manner about patients with renal and hypertensive diseases. He becomes able to recognize the effects of disease, therapy, and education on the patient's course and plays a major role in patient education. The fundamentals of renal function, urinalysis, radiography of the chest, urinary system and bones, and the principle of dialysis are covered. One or two courses. *Nephrology Staff*

MED 161. Neurology. A four- or eight-week rotation dealing with neurological problems through the inpatient and outpatient care and evaluation of neurologic patients including specialized history and physical techniques used in diagnosing neurologic diseases. Performing diagnostic and therapeutic procedures including lumbar punctures, tolerance testings, intravenous infusion of medications, complete blood counts, spinal fluid analyses, and blood cultures are part of this course. Scheduling procedures carried out in radiology, nuclear

medicine, and the electroencephalographic laboratory, and assisting in the expedition of patient studies are required during training. The student develops an understanding of neurologic procedures, including electroencephalography, brain scan studies, pneumoencephalography, and central nervous system radiologic dye studies. Discharge physical examinations and recording narrative summaries to ensure chart completion are carried out as directed. The student is required to attend all daily public and private teaching rounds and neurological conferences. One or two courses. *Neurology Staff*

MED 162. Rheumatology. This four- or eight-week rotation provides an indepth exposure to rheumatologic disease. Students learn therapeutic techniques specifically related to rheumatology patients; learn to carry out detailed specialized patient evaluations; learn the handling and care of necessary specimens and equipment; and develop competence in performing diagnostic procedures required in the evaluation and treatment of rheumatologic patients. The scope of the course includes the therapeutic regimen and the indications, availability, reliability, and limitations in the treatment of rheumatologic disease. One or two courses. *Rheumatic and Genetic Diseases Staff*

MED 163. Dermatology. During this four-week rotation, the student obtains histories and performs physical examinations on both inpatients and outpatients with special emphasis on problems concerning dermatologic diseases, as well as carrying out potassium hydroxide preparations, skin biopsies, and tissue scrapings on prescribed patients. The student becomes familiar with the diagnostic procedures and therapeutic regimen and their indications, availability, reliability, and limitations in the treatment of dermatologic diseases. One course. *Tindall and Dermatology Staff*

MED 164. Infectious Disease. A four-week rotation surveying the findings and effects of numerous pathogenic bacteria and fungi as they relate to infectious disease processes. The student learns to plant bacterial cultures, to perform gram-staining techniques, to read culture plates, to set up simple diagnostic procedures, to interpret antibiotic susceptibility tests, and to correlate laboratory findings with the clinical manifestations of infectious diseases. One course. *Osterhout and Staff*

MED 165. Clinical Infectious Disease. During this four-week rotation, the student learns to approach patients who have infectious diseases, to gather a data base from them, and to understand the manifestations of the illnesses and the rationale for therapy. One course. *Staff*

MICROBIOLOGY

MIC 101. Introductory Microbiology. An introduction to diagnostic microbiology covering such topics as microbial morphology, staining characteristics, growth requirements, diagnostic tests, and antibiotic susceptibility testing. The clinical aspects of such subjects as pyogenic cocci, gram-negative sepsis and nosocomial infection, meningitis, venereal disease, enteric infection, anaerobic pathogens, tuberculosis, mycotic diseases, viral infections, and the use of antibiotics are also included. Half course. *Osterhout*

OBSTETRICS AND GYNECOLOGY

OBG 150. Obstetrics/Gynecology. An eight-week clinical experience studying a broad spectrum of obstetrical and gynecological problems. While on the obstetric service, the management of pregnancy, labor, and delivery including antenatal, natal, and postnatal complications is taught. The student is re-

sponsible for taking obstetrical histories, performing obstetrical physical examinations, and following patients through labor, delivery, and the early postpartum period. While on the gynecologic service, the student is exposed to methods and programs relating to cancer detection, venereal diseases, and birth control. Learning to take gynecologically oriented patient histories and perform complete and accurate gynecologic examinations is required. Attendance at all obstetrical and gynecological teaching rounds, conferences, and seminars is also required. Two courses. *Staff*

OBG 151. Office Gynecology. A four-week clinical experience reviewing a spectrum of gynecologic disease processes. The student is exposed to programs relating to cancer detection, venereal disease, and birth control. Learning to take gynecologically oriented patient histories and perform accurate gynecologic examinations is required. While on the rotation, the student is familiarized with the principles of office gynecology and participates in daily rounds, teaching conferences, and seminars. One course. *Staff*

OPHTHALMOLOGY

OPH 150. Ophthalmology. This is an eight-week rotation reviewing the major ophthalmologic diseases. Through lectures, teaching rounds, and learning special history and physical examination techniques, the student develops an expertise in determining visual fields, visual acuity, and oculotometry. The principles of refraction and the many medical and surgical therapeutic regimens available for treating ophthalmologic disorders are included. The student is also required to participate in the routine care of ophthalmologic inpatients and outpatients. Two courses. *Staff*

PATHOLOGY

PTH 101. Basic Clinical Chemistry. An introduction to physiological chemistry including normal human metabolism and its control and the alterations of normal metabolism induced by disease or stress. Students are taught to correlate laboratory findings with the cellular metabolic events taking place and to communicate the normal and abnormal phenomena to physicians, nurses, and other health personnel using appropriate terminology, and to explain common situations to patients. By studying the metabolic control and disease alterations, the student is able to suggest appropriate measures to further delineate the problem and to provide a therapeutic approach. One course. *Calbreath and Staff*

PTH 102. Histologic Technique and Interpretation. The student is presented a wide background of knowledge in tissue and cell morphology and physiology. Emphasis is placed on cellular and subcellular structures which help develop tissue types. A synthesis of current concepts of ultrastructure is related to those of light microscopy. Students learn to evaluate and interpret under light microscopy those features which distinguish one tissue from another. The interrelationships between cytology, histology, and organology is stressed. One course. *Broda and Rissman*

PTH 106. Basic Pathology. Basic principles which will enable the student to develop an ability to analyze disease are presented. These main principles include the study of circulatory disturbances; degenerative processes; infiltrations and metabolic disorders; disturbances of development and growth; the inflammatory process, including etiologic and pathogenic considerations, regeneration, and repair; and neoplasia. Lectures and discussions within these

categories will be presented by the faculty as well as by the student. One course. *Broda and Rissman*

PTH 107. Human Pathology. The general categories of disease processes will be presented through specific diseases of organ systems. Diseases will be selected for presentation because they epitomize individual etiologic categories, and/or because they occur so commonly in the general patient population that it is important for the student to understand how the abnormal processes are translated into clinical events. One course. *Widmann and Staff*

PTH 110. Systemic Pathology. Disease processes are studied via methods and techniques utilized in organ system dissection as they pertain to autopsy pathology specimens. Clinicopathologic correlation is stressed utilizing gross and microscopic examples of disease processes, case studies, lectures, and demonstrations. One course. Prerequisites: PTH 102, 106, 200. *Staff*

PTH 112. Instrumentation. This lecture/laboratory course includes the study of the theory, techniques, functioning parts, operation, and mathematics necessary for the application of instruments in the clinical chemistry laboratory. Examples of instruments discussed include the spectrophotometer, flame photometer, chromatograph, meters, continuous flow analyzer, centrifugal analyzer, and discrete sample analyzer. One course. *Bittikofer, Anderson, Wilderman, Hoover, and Orti*

PTH 114. Medical Chemistry. This course deals with clinical chemistry as it relates to health and disease. Topics included are the body as an equilibrium system, organ system in health and diseases, and the biochemical basis for and chemistry of diagnostic tests with discussions of utility, accuracy, and quality control. One course. *Anderson and Staff*

PTH 115. Laboratory Principles and Procedures. Principles and performance of basic clinical laboratory procedures are included. Discussion and lecture sessions will stress clinical interpretation and application of laboratory data and pathological patterns or diseases in which the data apply. Performance of basic laboratory procedures considered essential to the role of the physician's associate will comprise the laboratory sessions. Half course. *Schmidt and Staff*

PTH 120. Immunology and Immunoematology. A lecture/laboratory course presenting the immune response, both cellular and humoral, and the primary and secondary diseases which affect these systems. Other topics include the diagnostic and therapeutic implications of fungal, bacterial, and viral antibodies; the antigens of erythrocytes, leukocytes, and other tissue sites, and the spontaneously occurring and acquired antibodies to them; and collection, processing, and storage of blood for transfusion purposes. One course. *Widmann, Zwadyk, and Wells*

PTH 121. Blood and Body Fluids. This course will consider in lecture and laboratory sessions, primary and secondary hematologic diseases, with full consideration of clinical diagnostic procedures to identify/characterize disorders of erythrocytes, leukocytes, platelets, and hemostatic mechanisms. Physiologic alterations and clinical laboratory findings related to urine, cerebrospinal fluid, joint fluid, and effusions will be included. One course. *Widmann, Schmidt, and Wells*

PTH 122. Parasitology. Lecture and correlative student laboratory sessions present information on epidemiology, life cycles, and identification procedures for the more common animal parasites which infect man. One course. *Bumgarner and Orti*

PTH 124. Educational Techniques for the Health Professional. The course is designed to prepare the student to communicate technical and theoretical material to students, peers, and other health professionals. Topics include basic principles of learning, teaching methodologies, educational taxonomy and terminology, writing behavioral objectives, learning resources, construction of self-teaching materials, construction of evaluation tools for various learning environments, and construction and use of audiovisual aids. Half course. *Hurn and Schmidt*

PTH 126. Laboratory Supervision and Management. Principles of group supervision to include techniques of developing work patterns, designing laboratories, staffing laboratories, personnel relations. Equipment evaluation and procurement are also presented. Cost analysis and inventory topics will be included, along with a review of federal regulations affecting clinical laboratories, personnel, and hospitals. One course. *Wilderman, Jacobs, and Staff*

PTH 132. Medical Microbiology. This course presents a lecture/laboratory introduction to the morphology and physiologic activities of bacteria and medically significant fungi, as well as functional aspects of viruses. Extensive consideration is given to microorganisms in the etiology of disease, the interaction of host and invader, the epidemiology of nosocomial infections, and the mechanisms of antimicrobial therapeutic agents. The laboratory session will develop beginning expertise in isolating and identifying commonly pathogenic organisms, and in the techniques required for bacterial and fungal propagation, antibacterial susceptibility assays, and environmental surveillance. One course. *Zwadyk, Proctor, and Jacobs*

PTH 150. Clinical Microbiology. Eight weeks of clinical education in diagnostic microbiology laboratories of both Duke and V.A. Hospitals. Prerequisites: PTH 132 and PTH 122 (PTH 150 and PTH 122 may be taken concurrently). One course. *Klein, Zwadyk, Proctor; Course Coordinator: Jacobs*

PTH 151. Clinical Immunology-Serology. Eight weeks of clinical education is given in techniques and applications of principles in immunohematology and serology. Prerequisite: PTH 120. One course. *Widmann and Zwadyk; Course Coordinator: Wells*

PTH 152. Clinical Blood and Body Fluids. Eight weeks of clinical education in the study of blood, urine, and body fluid elements and measurements. Recognition of hematological, coagulation, and urinary pathologies is stressed, and clinical laboratory examination techniques are performed. Prerequisite: PTH 121. One course. *Anderson and Bittikofer; Course Coordinator: Orti*

PTH 153. Clinical Chemistry. Eight weeks of clinical education and practical training in methodology and instrumentation in the clinical chemistry laboratories at Duke and V.A. Hospitals. Prerequisites: PTH 112 and PTH 114. One course. *Anderson and Bittikofer; Course Coordinator: Orti*

PTH 160. Autopsy Technology. During this eight week on-the-job training period, the student is introduced to autopsy dissection techniques and general anatomical pathology protocol. He learns various dissection techniques and the proper procedure for completing autopsy cases. These include evisceration, organ block dissection, tissue preparation for histology, microscopic evaluation, and final protocol completion. Prerequisites: PTH 102, 106. One and one half course. *Staff*

PTH 161. Medical Photographic Technology. This course offers the student, via lecture and practical assignments, basic photographic theory and principles

including lighting, optics, photo-chemistry, camera handling techniques, color film selection, exposure determinations, and film processing as applied to pathology. The student will be given the opportunity to become proficient in such technical aspects as developing and preparation of developing materials, printing of photographs, lighting and background techniques, photographing of specimens, both in situ and in display, and photomicrography. One course. *Veterans Administration Hospital and Duke University Medical Center Medical Illustration Departments*

PTH 162. Histologic Technology. During the six-week rotation in histology the student is presented the knowledge necessary for the preparation of tissue slides. Following this he is taught the basic principles of tissue processing, which include fixation, decalcification, hand and automatic processing, blocking, embedding, cutting and staining, specific staining and histochemical procedures, cryostat and other frozen section methods, tissue manicuring for processing, and certain electron microscopic and cytologic techniques. One course. Prerequisites: PTH 102 and 106. *Histology Staff*

PTH 164. Clinical Diagnostic Methods. The course is designed to instruct the student in technical and clinical laboratory procedures which are utilized in the diagnosis of disease. Emphasis is placed upon selection and interpretation, rather than the performance of the various procedures. One course. Prerequisites: PTH 106, 110, and 200. *Staff*

PTH 165-166. Surgical Pathology. During this two-semester course, students are instructed in gross and microscopic pathology as it pertains to surgical specimens. Gross and microscopic findings are correlated with clinical observations while the student learns the procedural handling of selected specimens. The program of study will consist of lectures, demonstrations, and laboratory work. One course. Prerequisites: PTH 106, 110, and 200. *Vollmer and Staff*

PTH 167-168. Autopsy Practicum. During this two-semester course students having completed PTH 160 are expected to function on the autopsy service by participating in necropsy dissections with resident staff. They will be required to attend and participate in all departmental conferences concerning gross autopsy pathology and will participate in various special techniques associated with the completion of autopsies, i.e., isolating the spinal cord, removal of the calvarium, etc. One course. Prerequisites: PTH 106, 160, and 200. *Adams and Staff*

PTH 195. Student Seminar. Topics in medical laboratory science presented by the student to his peers and medical technology faculty. Topic selection to be approved by the faculty. Half course. *Schmidt, Wells, Orti, and Jacobs*

PTH 200. Pathology. Fundamentals of pathology are presented by correlating gross and microscopic material to illustrate the structural changes in disease. Lectures consisting of broad concepts of disease processes are presented by senior faculty and conferences with small groups of students are held under the guidance of staff members. Etiology and pathogenesis of disease as well as the experimental approach are emphasized for the purpose of correlation with clinical disease. In addition to group work, conferences are scheduled to discuss problems derived from autopsies. Students are required to collaborate in post-mortem studies and present cases in clinical-pathologic conferences under the direction of the staff. Prerequisites: PTH 101, 102, 106. *Staff*

Elective Courses

Qualified senior students in the Pathology Assistant Program who have

successfully completed PTH 106 and PTH 200 may choose elective classes in specialized areas of pathology. The following is a list of all electives offered during the course of an academic year:

- PHS 101. Introductory Pharmacology
- PTH 101. Basic Clinical Chemistry
- PTH 163. Pathological Basis of Clinical Medicine
- PTH 169. Cardiovascular Pathology
- PTH 171. Basic Neuropathology
- PTH 173. Histochemistry
- PTH 174. Renal Pathology
- PTH 176. Orthopaedic Pathology
- PTH 177. Neonatal and Pediatric Pathology
- PTH 178. Environmental Pathology
- PTH 179. Pulmonary Pathology
- PTH 181. Pathology of Virus Infections
- PTH 182. Forensic Pathology
- PTH 183. Conferences and Techniques on Gross Autopsy Pathology
- PTH 258. Subcellular and Molecular Pathology
- PTH 275. Fundamentals of Electron Microscopy

PEDIATRICS

PED 150. General Pediatrics. The major objective of this four- or eight-week course is to provide the student an overview of pediatric practice with emphasis on the well child and his health supervision. The student is exposed to childhood illnesses and normal variations of growth and development. Besides learning to take third-party histories and perform pediatric physical examinations, the student observes and participates in the activities of the intensive care nursery, and learns specific techniques used in the care of the immature and newborn. One or two courses. *Rourk and Staff*

PED 151. Pediatrics Outpatient. During this four- or eight-week rotation the student gains an appreciation of the preventive medicine basis of all pediatrics. He learns to assess children with minor illnesses, order appropriate studies, instruct the parent in reasonable home care and calls the physician's attention to complications of minor illnesses. He gains an overall appreciation of the subspecialties of pediatrics; gains experience in proper record keeping on outpatients, and of the importance of updating all problems on each visit; and is able to recognize the acutely ill child who requires the immediate attention of the physician. One or two courses. *Rourk and Staff*

PED 152. Intensive Care. A four-week rotation that acquaints the student with the acute and intensive care required for patients who have undergone major and complex surgical procedures, suffered massive and severe trauma involving multiple organ systems or experienced sudden complicating cardio-respiratory collapse or other life-threatening medical crises. Emphasis is placed on ventilatory assistance, cardiopulmonary resuscitation, fluid and electrolyte replacement, and acid-base balance under resident physician supervision. One course. *Staff*

PED 153. Pediatric Chest and Allergy. During this four- or eight-week rotation the student is taught to obtain a complete history and physical examination with emphasis on the allergy data base and the structure of the family. He gains an understanding of the impact of chronic illness on the child and family. He gains an understanding of home care programs and is able to alter them to fit a family's ability and resources. He is able to carry out appropriate diagnostic procedures and assess the results for children with pulmonary disease. One or two courses. *Staff*

PED 154. Full Term Nursery. During this four- or eight-week rotation the student learns to collect the maternal history accurately and completely as it pertains to the product of current pregnancy, to recognize those maternal conditions imposing risks on the full term infant, to collect samples for newborn screening laboratory exams, to examine a full-term infant and distinguish those who are abnormal from those who are normal, and to give cogent instructions to mothers and fathers regarding home care of the infant. One or two courses. *Staff*

PED 155. Clinical Research Unit. A four- or eight-week rotation covering diversified pediatric inpatient problems. The student develops proficiency in a variety of clinical procedures used in evaluating complex pediatric conditions. Attendance at all daily teaching rounds is required as well as carrying out diagnostic studies as instructed by the attending physician including: routine laboratory analyses, tolerance testing (intravenous glucose, insulin and tolbutamide studies), intravenous catheterizations, venous cutdowns, nasogastric intubations, and gastric analyses. The student is responsible for eliciting, recording, and reporting clinical and laboratory data and expanding the ability to correlate clinical signs and symptoms with laboratory data. One or two courses. *Sidbury and Clinical Research Unit Investigators*

PHYSIOLOGY

PHS 101. Introductory Pharmacology. A lecture-seminar course developed to acquaint the student with the relationship between drugs and living systems. Chemotherapeutic agents are classified and studied in groups with the emphasis placed on understanding the functions and characteristics of commonly used prescription drugs. One course. *Wu, Abou-Donia, and Staff*

PHS 102. Basic Human Physiology. A lecture/demonstration course in which the functions of major organ and tissue systems and their contributions to total body homeostasis in health and disease are discussed. The interpretation of laboratory findings in view of known physiological parameters and the communication, using appropriate terminology, of these findings to physicians and other health care professionals as well as to the patient and his family is stressed. One course. *Duran and Staff*

RADIOLOGY

RAD 101. Introductory Radiology. A review of roentgen anatomy and an introduction to the uses of radiology in the care of patients. Students learn the basic clinical concepts and develop skills in performing basic scanning and routine radiographs. Half course. *Thompson and Staff*

SURGERY

SUR 101. Experimental Surgery. An introduction to basic surgical principles and techniques and the fundamentals of aseptic technique needed in the preparation of the operative site and draping of the sterile field. Students learn the basic principles of pre- and postoperative management for the purpose of developing knowledge of the organism's management. Half course. *Kenen, Toth, and Staff*

SUR 150. General Surgery. An eight-week rotation that exposes the student to a great variety of clinical problems, crossing, at times, many so-called specialty lines: Emphasis on the gastrointestinal tract, general trauma, endocrine tumors, peripheral vascular reconstructions, congenital, and pediatric



surgical problems are inherent in this rotation. Basic surgical principles, as well as insights into many of the surgical specialties, can be learned on this service. Preoperative diagnostic principles and postoperative management rationale are emphasized. The most attractive feature of the rotation is the great diversity of surgical problems encountered. Each student is provided an opportunity to gain facility in patient care through management of patients with particular problems. The student is encouraged to use his previous training and knowledge of disease to better grasp how clinical diagnostic and care problems are managed, both in the operating room and on the ward. Two courses. *Staff*

SUR 151. Surgical Outpatient/Emergency. During this rotation the student is provided contact with a large number of ambulatory patients in order to provide experience and familiarity with the screening procedures and methods used to diagnose and treat ambulatory outpatients. He gains additional experience in history-taking and physical examinations in an abbreviated manner, consistent with intensive care visits, evaluates the return patient and observes his clinical course over a period of time, and gains confidence and facility in the necessary laboratory and diagnostic procedures required to manage patients in this setting. A familiarity with problems in the administration of the small surgical unit and in treating indigent patients is developed. One course. *General and Thoracic Surgery Staff*

SUR 152. Intensive Care. During this experience the student learns to recognize patients requiring intensive medical care; operates and maintains life-monitoring equipment, understands and evaluates fluid electrolyte replacement and acid-base balance; and gains experience in cardiopulmonary resuscitation and ventilatory assistance. This experience may be gained on the respiratory care unit, medical care unit, intensive care nursery, surgical acute care unit, and pulmonary function-inhalation therapy. One course. *Staff*

SUR 153. Cardiothoracic Surgery. During this rotation, the student learns to perform a detailed history and physical examination with special emphasis on the cardiothoracic system. Through previous didactic and laboratory experience, the student should be able to gather and interpret standard laboratory data such as chest X-ray, WBC, and screening chemical profile. With special help from the resident and senior staff and through reading, the student should be able to interpret special diagnostic procedures such as angiograms, pulmonary function studies, etc. In the operating room, the student will assist and follow the conduct of various open-heart and other major thoracic procedures. The resident, senior staff, and student will participate in the management of sophisticated procedures such as various arrhythmias, shock, fluid and electrolyte imbalance, as well as the more common procedures such as the insertion of chest tubes and intrapleural drainage procedures. One course. *Cardiothoracic Surgery Staff*

SUR 154. Cardiopulmonary By-Pass. This course is offered only to those students who plan to be employed by a cardiothoracic surgeon. The objective of this course is to observe and assist in the operation of the cardiopulmonary bypass machine. This course is not intended to make a student a by-pass technician, but rather to familiarize the student with the complexity of its operation and management. One course. *Cardiothoracic Division and By-Pass Staff*

SUR 155. Surgical Acute Care Unit. During this rotation the student is acquainted with the postoperative care of patients who have undergone surgical procedures or suffered massive and severe trauma involving multiple organ systems. Special emphasis is centered on ventilatory assistance problems, open heart cases, neurosurgical problems and massive trauma cases. Those patients developing intraoperative complications requiring more than the usual short-term recovery care level are also cared for on the Acute Care Unit. The variety of the patients and the diversity of the problems that exist on the Unit gives the student a wide range of insight into surgical postoperative management. The student should strive for an understanding of the pathophysiology, physiology, and the management of surgical postoperative patients in this setting. One course. *Cardiothoracic Division Staff*

SUR 156. Otolaryngology. A four- or eight-week clinical experience studying common otolaryngologic diseases. The student develops an understanding of emergency problems and how to initiate the first steps in the management of such problems. Evaluation of the otorhinolaryngologic patient by appropriate history and physical examination, following the course of disease processes and evaluating the response to treatment by the physician are required. Learning and performing tracheostomy care, assisting with the management of the pre- and postoperative patients, assisting in the operating room, and learning to perform specialized audiometric tests are also required. One or two courses. *Otolaryngology Division and Staff*

SUR 157. Plastic Surgery. A four- or eight-week experience studying maxillofacial cancer patients and patients with facial anomalies. There is extensive exposure to patients with burns of electrical, chemical, and thermal origin. The course objectives include an understanding of the preoperative and postoperative care of plastic surgical patients, recording the preoperative history and physical examination, performing indicated laboratory tests, and scheduling associated studies. Monitoring the postoperative development and assisting in the care of the postoperative patient in the plastic dressing room is required. The student develops a working understanding of fluid and electrolyte balance and administers intravenous therapy. One or two courses. *Plastic Surgery Division and Staff*

SUR 158. Plastic Dressing Room. A four-week experience with extensive exposure to the spectrum of congenital disease, cancer, and trauma treated by the plastic surgical service. The student actively participates in the preparation, debridement, and dressing of wounds; planning and following the patient's postoperative course; and recording the physical findings, progress, and prognosis in the patient's chart. All teaching rounds and conferences are required while on the service. One course. *Division of Plastic Surgery*

SUR 159. Surgical Anatomy. During this rotation the student is provided the opportunity to review the anatomy that will be most helpful during his clinical orthopedic rotations. The student works at his own pace on an orthopedic problem under the direction of the physician in charge, utilizing the teaching aids in the Department of Anatomy and also the medical library when appropriate. One course. *Staff*

SUR 160. Urology. An eight-week rotation that studies urologic disease processes. Performing history and physical examinations on clinic and hospitalized patients is included. Participation in all clinical rounds and teaching conferences is required to develop an understanding of the therapeutic regimen, their indications, availability, reliability, and limitations in the treatment of urologic dis-



orders. The student develops an understanding of urologic disorders and the indications for catheterization, cystoscopy, renal function studies, intravenous phelograms, and urine chemical evaluations. Participation in the pre- and post-operative care of the urologic patient, performing discharge physical examinations, and writing narrative summaries for assigned patients is part of the course. Two courses. *Division of Urology*

SUR 161. Neurosurgery. During this eight-week rotation the student is provided with a working understanding of the problems unique in the diagnosis, treatment, and management of the neurosurgical patient. The student may gain experience in the operating room by assisting with the patient, with instrumentation, and with the operative procedures. He gains a knowledge of diagnostic techniques such as carotid arteriograms, electroencephalograms, ventriculograms, spinal taps, etc. Opportunities for helping in the management of neurosurgical cases, especially in the Acute Care Unit and on the Neurosurgical Special Care Unit, with special attention to respiratory care of the neurosurgery patient are provided. Observation of neurosurgery clinic functions provides exposure to the procedures necessary for assessment of new patients and follow-up patients. Experience and knowledge in emergency room techniques and management of acute neurosurgical injuries (GSW, blunt head trauma, acute quadriplegia, hemiplegia, etc.) is included. Two courses. *Division of Neurosurgery*

SUR 162. Orthopedic Surgery. An eight-week rotation surveying the knowledge necessary for understanding the many problems of the orthopedic patient. This experience includes learning the complete history and physical examination of the orthopedic patient; emergency care of those with acute trauma; pre- and postoperative care of the surgical patient; ability to apply different types of traction, to understand the mechanism for applying types of traction, and to apply splints and casts; fabrication of upper extremity splints; and acquiring a background of good sterile and operating room technique. Two courses. *Orthopedic Division*



Graduate Degree Programs



The Graduate School of Duke University awards a Master of Health Administration degree to students who complete the program in health administration and a Master of Science degree to students who complete the program in physical therapy. Both Health Administration and Physical Therapy are departments in the Graduate School and additional information, including courses of instruction, may be found in the *Graduate School Bulletin* which is available through the Office of Admissions, The Graduate School, Duke University, Durham, North Carolina 27706. Graduate programs are also integral parts of Duke University Medical Center.

Health Administration

Associate Professor: B. Jon Jaeger, Ph.D., *Chairman*

Professors: David G. Warren, J.D.

Associate Professor: Louis E. Swanson, A.B.

Assistant Professors: Donald S. Smith, M.H.A., *Director of Graduate Studies*; Thomas J. Delaney, M.S.

Adjunct Associate Professors: Elizabeth J. Coulter, Ph.D.; Florence Kavalier, M.D., M.P.H.; Richard H. Peck, M.H.A.

Adjunct Assistant Professor: Arnold D. Kaluzny, Ph.D.

Research Associates: David J. Falcone, Ph.D.; D. Michael Warner, Ph.D.

Lecturers: Jeff H. Steinert; Robert G. Winfree, M.H.A.

The profession of health administration emerged early in this century in response to the increasing demand for health services. Over the years several specific areas of health administration have been identified, most notably, public health administration, hospital administration, medical care organization, and comprehensive health planning. All of these require a common set of managerial skills and a broad knowledge of the health system and its environment. It has been estimated that the system requires approximately 50,000 individuals in positions involving health administration. In recognition of the complexity and importance of hospitals, Duke University established the first graduate program in the nation for the training of hospital administrators in 1930. For further information contact B. Jon Jaeger, Ph.D., Chairman, Department of Health Administration, Box 3018, Duke University, Durham, North Carolina 27710.

Physical Therapy

Associate Professors: Eleanor F. Branch, Ph.D., Acting Co-Chairman and Director of Graduate Studies; Elia E. Villaneuva, M.A.

Assistant Professors: Elaine M. Eckel, M.A.; Grace C. Horton, B.S.

Associates: Nancy Stafford, B.S.; Kathy Zeitschel, M.M.S.; Marjory Cannon, M.M.S.

Professor Emeritus: Helen L. Kaiser, P.T.

Adjunct Assistant Professor: Marcia Roses, M.A.

Lecturer: Linda K. George, Ph.D.

The Master of Science degree program is designed to provide a broad foundation in the art and science of physical therapy and to provide opportunities for the development of skills in health administration and supervision, curriculum development and directed teaching in physical therapy, and in advanced clinical education or research. The program is approved by the Council on Medical Education of the American Medical Association in collaboration with the American Physical Therapy Association.

Program of Study. Completion of the curriculum requires two academic years and a summer practicum totaling fifty-two units (minimum) of graduate course work or equivalent academic exercise. Thirty-seven units are in physical therapy, nine in designated courses in anatomy and physiology, and the remainder in electives in related fields.

Curriculum. Students must complete the following:

First Year

Fall semester

PT 217	Physical Therapy Dynamics I
PT 230	Physical Evaluation and Instrumentation
PT 301	Introduction to Scientific Inquiry
ANA 300	Gross Anatomy
ANA 301	Neuroanatomy

Spring semester

PT 218	Physical Therapy Dynamics II
PT 231	Physical Evaluation and Instrumentation
PT 236	Medical Sciences
PT 240	Prosthetics and Orthotics
PHS 220	Physiology of Exercise

Summer semester

PT 243	Directed Clinical Experience in Physical Therapy II
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Second Year

PT 220	Physical Therapy Dynamics III
PT 297	Special Topics in Physical Therapy
PT 332	Administration of Physical Therapy Services
Plus six credit hours of electives.	

Spring Semester

PT 244	Directed Clinical Experience in Physical Therapy II
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Prerequisites for Admission. Requirements for admission are a baccalaureate degree and completion of prerequisite courses, although provisional acceptance can be approved if the major portion of the prerequisites have been completed at the time of application; final approval will depend upon satisfactory completion of the prerequisites before enrollment. A total of eight courses or the equivalent of thirty semester hours is required in the field of natural science including two to four courses in the biological sciences, with a course in



the physiology of human systems required; two to four courses in chemistry; and at least one course in physics. A total of five courses is required in the fields of social science and humanities, of which two must be in psychology. In addition, a course in introductory statistics is required.

Application Procedures. Applications must be submitted by February 1 of the year for which admission is requested and must contain the following:

1. A completed Graduate School application form, which includes a nonrefundable fee of \$15;
2. Two official transcripts from each institution of higher learning attended;
3. Test results from the Educational Testing Service on the Aptitude Test of the Graduate Record Examination;
4. Three letters of recommendation, at least two of which should be from professors in the major field of study.

Requests for applications and further information should be directed to: Eleanor F. Branch, Ph.D., Acting Co-Chairman and Director of Graduate Studies, Department of Physical Therapy, Box 3965, Duke University Medical Center, Durham, North Carolina 27710.

Tuition and Expenses. The tuition for students enrolled in the Physical Therapy Program is \$105 per credit unit. Estimated cost for the two-year program is approximately \$13,000, including tuition and living expenses.

Financial Aid. In view of the fact that financial aid is very limited students are encouraged to pursue every available source of support outside of the University. A limited number of traineeships is offered through the Social and Rehabilitation Service of the Department of Health, Education and Welfare; awards are made by the Department of Physical Therapy and are awarded only to students who have been accepted or are currently enrolled in the program.



Certificate Programs



Duke University Medical Center has responded to the increased need for qualified individuals at all levels in the health care system by developing educational programs designed to train people for a variety of positions. These programs, which vary in admission requirements and length of training, offer students both clinical and didactic experience. Graduates of these programs are awarded certificates.

Clinical Psychology Internship

The Division of Medical Psychology, in cooperation with the Division of Child Psychiatry and the Durham Veterans Administration Hospital, offers internship training in clinical psychology to qualified doctoral students. The program, approved by the American Psychological Association, provides experience with a wide diversity of patients in many contexts. Internship training emphasizes experience in the traditional activities of clinical psychologists: assessment, consultation, psychotherapy, and research. Those successfully completing the requirements for internship will be awarded a Duke University Medical Center certificate. Requests for additional information and correspondence concerning admission to the program should be directed to: Drew Edwards, Ph.D., Box 3812, Duke University Medical Center, Durham, North Carolina 27710.

Cytotechnology

Professor: William W. Johnston, M.D., *Director*

Assistant Professor: Edward H. Bossen, M.D., *Associate Director*

Associate: Patricia R. Ashton, A.B., CT(ASCP), *Educational Coordinator*

Teaching Staff: Rosiland E. Morrow, B.A., CT(ASCP), *Teaching Supervisor*

Progress in the early detection of cancer by the microscopic examination of smears of cell samplings, especially from the female genital tract, has resulted in the specialty of cytotechnology. The cytotechnologist deals with the technical and diagnostic aspects of exfoliative cytology. Graduates of the program are awarded a certificate and are eligible to take the certifying examination given by the Board of Registry of the American Society of Clinical Pathologists.

Program of Study. The twelve-month program beginning in early Septem-

ber consists of two parts: the first half is primarily devoted to theoretical and practical exercises in the techniques of exfoliative cytology and interpretation of the clinical material; the last half is composed of laboratory training in all aspects of exfoliative cytology.

Prerequisites for Admission. All applicants shall have completed two years (sixty semester hours or ninety quarter hours) of academic education in an accredited college or university before being accepted into this school. This preparatory work must include a minimum of fourteen semester hours or twenty-one quarter hours of biology. These may include courses in general biology, bacteriology, parasitology, physiology, anatomy, histology, embryology, zoology, and genetics. An applicant presenting a baccalaureate degree from an accredited college or university must have completed the biology requirements before admission. Biology credits earned more than seven years prior to application must be updated by taking three additional semester credits related to cell biology within a period of time not to exceed twelve months prior to admission. Priority will be given to individuals with a Bachelor of Science or Bachelor of Arts degree or to ASCP registered medical technologists.

Application Procedures. Applications must be submitted by April 1 of the year for which admission is requested and must contain the following:

1. A completed application form including a \$25 nonrefundable fee;
2. Official transcripts from all colleges or professional schools attended;
3. One copy of all transcripts must be submitted by the applicant to the National Accrediting Agency for Clinical Laboratory Sciences for approval;
4. Two letters of recommendation from individuals acquainted with the applicant's educational or professional experience;
5. A personal interview prior to final acceptance.

All applicants will be notified by May 1 regarding admission to the program. Requests for further information and application forms should be directed to: William W. Johnston, M.D., Department of Pathology, Duke University Medical Center, Durham, North Carolina 27710.

Laboratory Fees. On notification of acceptance, students are required to pay a nonrefundable registration fee of \$25. This fee will be applied toward the years laboratory fee of \$1,000.

Electrophysiological Technology

Medical Director: W.P. Wilson, M.D.

Program Director: Lilli Musella, Ph.D.

Instructional Staff: C.W. Erwin M.D., *Associate Professor*; P. Hope, RET; Ann Lininger, RET; Linda Ollis, RET; E.M.G. Rankin; EEG Laboratory Staff

In 1961, Duke University Medical Center began its formal program in electrophysiological technology as an expansion of the in-service training program begun in 1955 at the Durham Veterans Administration Hospital. Every year the laboratories in the Medical Center perform over 4,000 examinations including investigative procedures during brain surgery. Ten students are accepted into the program in July. Upon successful completion of this twelve-month program, graduates are awarded a certificate and become eligible to take the certifying examination given by the American Board of Registration of Electroencephalographic Technologists.

Program of Study. The first six months of this program are designed to instruct the student in basic neurosciences and electronics, as well as the use of



electrophysiological recording equipment. The second six months consists of advanced instruction in instrumentation and electrophysiological recording techniques.

Prerequisites for Admission. All applicants must have a high school diploma. Applicants who had a science-oriented high school curriculum, and applicants with some college experience, will receive priority.

Application Procedures. Applications must be submitted by April 1 of the year for which admission is requested. The following are necessary to complete application procedures:

1. A completed application form;
2. Results of the Scholastic Aptitude Test;
3. Three letters of recommendation, one from an individual acquainted with the applicant's character and the others from those acquainted with his education or professional experience;
4. A personal interview is desirable, but not required.

All applicants will be notified by May 15 regarding admission to the program. Requests for further information and application forms should be directed to: W. P. Wilson, M.D., Director, EEG Laboratory, Box 3838, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. A fee of \$600 is required of all students enrolled in the program. An additional nonrefundable fee of \$20 for processing the application, payable to Duke University Medical Center, must accompany the application.

Courses of Instruction. Students must complete the following courses:

	Didactic Courses	Laboratory Courses
	Hours	Hours
Technical EEG	15	120
Clinical EEG	74	120
Biomedical Instrumentation	18	6
Neurosciences	40	0
Radiologic Scan	2	6
Angiography	1	3
Pneumo EEG	1	3
Inhalation Therapy	2	3
Audiometry (Elective)	4	20
Electrocardiography (Elective)	10	24

The practicum will consist of supervised instruction and practical experience in the EEG Laboratory at Duke, the V.A. Hospital, and Watts Hospital. This will comprise about 1,400 hours of supervised practice.

Health Administrators Management Improvement Program

Associate Professor: B. Jon Jaeger, Ph.D. *Chairman, Department of Health Administration*
 Professor: David Warren, J.D.

Associate Professor: Louis E. Swanson, A.B.

Assistant Professors: Donald S. Smith, M.H.A., *Director of Graduate Studies*; Thomas J. Delaney, M.D.

Adjunct Associate Professors: Elizabeth J. Coulter, Ph.D.; Florence Kavalier, M.D., M.P.H.; and Richard H. Peck, M.H.A.

Adjunct Assistant Professor: Arnold D. Kaluzny, Ph.D.

Research Associates: David J. Falcone, Ph.D.; and D. Michael Warner, Ph.D.

Lecturers: Jeff H. Steinert and Robert G. Winfree, M.H.A.

The Health Administrators Management Improvement Program (HAMIP) is conducted by the Department of Health Administration at Duke University specifically to strengthen the management skills of practicing health administrators who have not completed formal university-based education in health administration. It is designed to allow the working administrator to acquire skills and knowledge for more effective management of his hospital or other health organization with a minimum of time away from the job. A certificate is awarded for successful completion of the program.

Program of Study. All classroom sessions in this one-year program are held on the Duke University campus. The program consists of an initial one-week session, two-day sessions each month for eleven consecutive months, and a concluding one-week session, or a total of thirty-two full days on campus over a thirteen-month period. The HAMIP curriculum includes a structured home study program as well as lectures, seminars, and classroom work sessions while at the University. For each session there are assignments to be completed at home prior to class as well as follow-up work on the topics which have been discussed during the class session.

Prerequisites for Admission. All applicants must currently be employed in health organizations. Administrators, assistant administrators, and candidates for such positions in health organizations will be eligible to attend. No one holding a master's degree in hospital administration will be eligible for admission. Formal academic preparation is not a prerequisite. Priority is given to applicants from North and South Carolina; however, applicants from other states may be accepted. Students will be selected on the basis of two criteria:



(1) how much they can benefit from the program, and (2) how much the student's participation in the program will help his organization.

Admission Procedures. Applications must be submitted by June 15 of the year for which admission is requested and applicants will be notified by July 1 regarding their admission. Forms may be obtained from Thomas J. Delaney, Coordinator, Box 3018, Duke University, Durham, North Carolina 27710.

Registration Fees and Expenses. Tuition for the program is \$1,600 which includes all required instructional materials. Upon acceptance, \$800 is required, the remainder to be paid when the program formally begins.

Financial Aid. Scholarship assistance may be available to students.

Hospital and Clinical Pharmacy Residency

Director: Milton W. Skolaut, B.S.

Assistant Director: E. Clyde Buchanan, M.S.

Chief, Inpatient Services: James C. McAllister, M.S.

Chief, Education and Clinical Services: Andrew Finn, Pharm.D.

Associate: William P. Briner, B.S., *Director of Radiopharmacy Laboratory*

Residency Program. The Hospital and Clinical Pharmacy Residency is a twelve-month postbaccalaureate program conducted by the Department of Pharmacy, Duke Hospital, Duke University Medical Center, Durham, North Carolina. The residency is designed to give the graduate pharmacist experience in the administrative aspects of hospital pharmacy management and to offer advanced training in clinical pharmacy practice. Management of modern drug distribution systems, such as unit-dose drug dispensing, admixture and hyper-alimentation systems, is emphasized. Competency in clinical practice and the strengthening of leadership capabilities are also stressed in the residency.

Admission Standards. A resident must be a graduate of a school of pharmacy and hold a B.S., M.S., or Pharm.D. degree. The resident must have demonstrated good academic and leadership capabilities. It is preferable that the applicant have previous hospital pharmacy experience.

Application Procedures. Applications must be submitted by February 1 of the year for which admission is requested. The following are necessary to complete the procedures:

1. Personal interview, to be arranged by appointment;
2. Official transcript from school of pharmacy and other professional programs attended;
3. Completed Duke University Medical Center employment and Allied Health Division application forms;
4. Letters of recommendation from at least three persons having known the applicant in a professional way (i.e., a professor, dean, pharmacist, or physician).

Applicants will be notified by March 15 regarding admission to the program.

Stipend. A stipend of \$10,000 is granted for the twelve-month residency.

Nuclear Medicine Technology

Professor: Jack K. Goodrich, M.D., *Director, Division of Nuclear Medicine*

Educational Director: Elizabeth C. Blackburn, M.Ed., NMT(ARRT)

Associate Professors: Jack D. Davidson, M.D.; C. Craig Harris, M.S.; Robert H. Wilkinson, Jr., M.D.; Joseph B. Workman, M.D.

Assistant Professor: William H. Briner, B.S., Pharm.

Associates: Fred P. Bruno, M.S.; Conrad Knight, B.S.

Instructional Supervisor: E. D. Flowers, RT, NMT

Additional instruction is provided by the nuclear medicine residents and technical staff.

In the fall of 1967 the Division of Nuclear Medicine in the Department of Radiology of the Duke Medical Center began a full year program in nuclear medicine technology. This program is approved by the American Medical Association, and upon completion of studies the student is awarded a certificate and becomes eligible to take the ARRT and ASCP registry examinations in nuclear medicine technology.



Program of Study. The program consists of twelve months of instruction and clinical training. The first three months are spent in courses involving both didactic and laboratory instruction. The following nine months are spent in an internship. The student rotates through clinical areas in the Duke University and the Durham Veterans Administration hospitals.

Prerequisites for Admission. Applicants must be registered or registry-eligible radiologic technologists, medical technologists, or have an Associate of Arts/Science or Bachelor of Arts/Science degree from an accredited college. Due to the pace and scope of the subject matter presented, it is strongly recommended that students review the following areas prior to entry into the program: mathematics (arithmetic and algebra), general biology, chemistry, and physics.

Application Procedures. Applications must be submitted by March 1 of the year for which admission is requested. The following are necessary to complete application procedures:

1. A completed application form (a \$20 application fee must accompany this form);
2. Official transcripts from all high schools, colleges, or professional schools attended;
3. Results from any standardized aptitude tests, such as PSAT, SAT, and ACT, taken by the applicant;
4. Three letters of recommendation from business or professional men and women, not related to the applicant, but who are acquainted with his educational or professional experiences;
5. A personal interview is desirable, but not required.

All applicants will be notified by April 1 regarding admission to the program. Requests for further information and application forms should be directed to: Program Director for Nuclear Medicine Technology, Allied Health Education Building, Veterans Administration Hospital, Durham, North Carolina 27705.

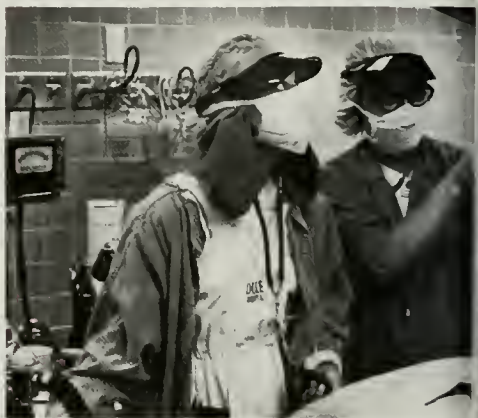
Registration Fees and Expenses. Accepted candidates must pay a course fee of \$100 which is due by April 15. Students enrolled in this program do not pay the full Duke University tuition. Students must furnish their own uniforms; however, laboratory coats are provided by the program. In addition, books, supplies, and laboratory fees will cost approximately \$80.

Financial Aid. After successfully completing the first three months of course work, all students will be paid a monthly stipend of \$150 from Duke University Hospital for the remaining nine months of the program.

Courses of Instruction. Students must complete the following courses.

<i>Title</i>	<i>Hours</i>
Orientation	15
Anatomy/Physiology/Pathology	70
Mathematics Review	30
Nuclear and Radiation Physics	80
Instrumentation (including Computer Application)	100
Clinical Application	80
Radiopharmaceutical Science	60
Radiation Protection	15
Administrative Techniques	15
Radiation Biology	15
Independent Study	15
Student Seminars	5
<hr/>	
500 Total Hours	

In addition, assigned experience in clinical procedures will total 1,400 hours.



Nurse Anesthesiology

Professor: Merel H. Harmel, M.D., *Chairman, Department of Anesthesiology*

Professor: Sara J. Dent, M.D.

Director: Mary B. Campbell, CRNA

Educational Director: Lawrence R. Stump, B.S.N., CRNA

Instructors: Mary M. Gardner, CRNA; Leola Glenn, CRNA

Additional instruction and supervision is provided by the attending anesthesiologists and the staff nurse anesthetists.

In 1931 Duke University Medical Center's Department of Anesthesiology established a program for registered nurses to further their study in anesthesiology. Students learn about the physiopharmacological effects of anesthesia and related drugs, the proper techniques for their administration, and the management of an entire treatment plan for patients requiring anesthesia. Upon successful completion of the required qualifying examination, graduates are eligible for membership in the American Association of Nurse Anesthetists.

Program of Study. The program beginning in January requires twenty-four months of training with the major portions of basic theoretical instruction given during the first two semesters. After twelve weeks, students begin clinical practice while continuing their didactic studies. Most of the second year is concerned with clinical anesthesia. It is during this time that the students begin to work with cases which require more skill. Seminars are held twice a week and review examinations are given monthly.

Prerequisites for Admission. All applicants must be registered nurses. Priority is given to those with a year or more experience in the operating and/or recovery room. Applicants are selected from baccalaureate, diploma, and associate degree programs.

Applications Procedures. Applications must be submitted by April 15 of the year prior to which admission is requested. The following are necessary to complete application procedures:

1. A completed application form, including a photograph;

2. Official transcripts from all nursing schools attended;
3. Four references;
4. A personal interview.

Applicants will be notified by August regarding admission to the program. Requests for further information and application forms should be directed to: Mary B. Campbell, CRNA, P. O. Box 3094, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. A registration fee of \$150 is required of which \$50 is a deposit, the remainder to be paid at the time of enrollment. Books will cost approximately \$200 and miscellaneous expenses average \$50.

Financial Aid. A stipend of \$350 per month is paid to all students. In addition, scholarships are available to nurses registered in North Carolina. For further information concerning these scholarships contact the North Carolina Medical Care Commission, P. O. Box 9594, Raleigh, North Carolina 27603.

Courses of Instruction. Students must complete courses in the following:

Typical Course Sequence

Semester I (spring semester)

NA 100	Anatomy and Physiology for the Nurse Anesthetist
BIO 103	Cardiorespiratory Physiology
NA 140	Introduction to Pharmacology for the Nurse Anesthetist
NA 120	Fundamentals of Anesthetic Practice
NA 160	Introduction to Clinical Anesthesia
NA 180	Anesthesia Seminar
NA 190	Special Problems in Anesthesiology

Summer I

NA 150	Pharmacology of Anesthetic Agents
NA 170	Introduction to Clinical Anesthesia
NA 130	Fundamentals of Anesthetic Practice II

Summer II

NA 200	Clinical Anesthesia Rotation (orthopedics)
NA 190	Special Problems in Anesthesiology

Semester II (fall semester)

NA 210	Clinical Anesthesia Rotation (neurosurgery)
NA 220	Clinical Anesthesia Rotation (thoracic-cardiovascular)
NA 180	Anesthesia Seminar
NA 190	Special Problems in Anesthesiology

Semester III (spring semester)

NA 230	Clinical Anesthesia Rotation (general surgery)
NA 240	Clinical Anesthesia Rotation (obstetrics and gynecology)
NA 180	Anesthesia Seminar
NA 190	Special Problems in Anesthesiology

Summer III

NA 250	Clinical Anesthesia Rotation (urology)
NA 190	Special Problems in Anesthesiology

Summer IV

NA 260	Clinical Anesthesia Rotation (plastic-maxillofacial surgery)
NA 190	Special Problems in Anesthesiology

Semester IV (fall semester)

NA 270	Clinical Anesthesia Rotation (otolaryngology)
NA 280	Clinical Anesthesia Rotation (ophthalmology)
NA 180	Anesthesia Seminar
NA 190	Special Problems in Anesthesiology

Operating Room Technology

The Operating Room Technology Program is a year-long course which begins in September. The program includes instruction in anatomy and physiology, aseptic technique, history of surgery, instrument sterilization, and special techniques. All course work is coordinated by an instructor, and during the clinical phase of training students work directly with the surgical team, scrubbing and circulating. Upon completion of the course, a certificate is awarded.

Prerequisites for Admission. Applicants must be eighteen years old, high school graduates or equivalent, and in good physical and mental health. Requests for further information and application forms should be directed to: Carolina Bonjoc, R.N., Instructor, O.R. Technology Program, Box 3237, Duke University Medical Center, Durham, North Carolina 27710.

Postgraduate LPN Program in Operating Room Technique

This is a one-year program which begins in March or April. The program includes instruction in anatomy and physiology, aseptic technique, history of surgery, instrument sterilization, and special techniques. All course work is coordinated by an instructor, and during the clinical phase of training students will be working directly with the surgical team either scrubbing or circulating. Upon completion of the course, a certificate is awarded.

Prerequisites for Admission. Applicants must be licensed practical nurses between the ages of eighteen and forty-five and in good physical and mental health. Requests for further information and application forms should be directed to: Margaret M. Williams, R.N., Instructor, LPN Postgraduate Program, Box 3237, Operating Room, Duke University Medical Center, Durham, North Carolina 27710.



Pastoral Care and Counseling

Assistant Professor: P. Wesley Aitken, B.D., Th.M., *Director and Supervisor*

Training Supervisor: Peter G. Keese, S.T.B.

Professor: Richard A. Goodling, B.D., Ph.D.

Assistant Professors: John C. Detwiler, B.D., Th.M.; Paul A. Mickey, B.D., Ph.D.

A graduate program in pastoral care and counseling is available to clergy of all religious groups. There are four program options: a single unit of clinical pastoral education, an internship, a residency, and a fellowship. All are designed to train ordained individuals who desire to specialize in pastoral care and counseling or to enhance their skills as parish clergy. Those who enroll in the program will be required to serve as chaplains or as pastoral counselors in the Medical Center or in the community of Durham. All program options are approved by the Association for Clinical Pastoral Education, Inc.

Program of Study. For the internship, usually beginning in June and lasting twelve months, four units of clinical pastoral education (CPE) with the ACPE are granted. Classroom studies are interspersed through the clinical phase of training by conferences and courses offered in the Medical Center and the Divinity School.

Prerequisites for Admission. Applicants to the internship must possess a college degree or its equivalent and have completed at least two years of theological education or its equivalent. Usually completion and supervisor's evaluation of one certified unit of CPE (basic unit) is required.

Application Procedures. Applications must be submitted by March 15 of the year for which admission is requested. The following are necessary to complete application procedures:

1. A completed application form and its supplementary materials;
2. A personal interview with the supervisory and teaching staff.

All applicants will be notified by April 1 regarding admission to the program. Requests for application and further information about any of the programs should be directed to the Coordinator of Clergy Training, Box 3112, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. Individual units of training will cost \$150 for the first quarter and \$75 for each quarter thereafter. The fee is payable to the Chaplains Service at the beginning of each unit of training. Students who are taking CPE as part of the master's degree program of the Divinity School will be charged tuition by the Divinity School instead of the \$75 fee for the fall, winter, and spring quarters. Upon acceptance, a deposit of \$25 is required, but it will be deducted from the fees at the beginning of the program.

Financial Aid. A limited number of training stipends is available, \$2,400 for the internship and \$3,000 for the residency. No stipends are available for the single unit of training.

Physician's Associate

A limited number of students who are not eligible for admission to the Bachelor of Health Science degree, but who possess outstanding credentials in a health care field, are accepted into the certificate program. The two-year program, including tuition, is the same as that described in the second chapter. Students are issued a Duke University undergraduate identification card and are granted the same privileges as the physician's associate students in the Bachelor of Health Science degree program. Prerequisites for admission differ in that ap-

plicants not planning to receive the degree need not fulfill the lower division requirements for transfer students to Duke University. In all other respects the prerequisites are the same, including a college level course in both chemistry and biology.

Radiologic Technology

Associate Professor and Medical Director: Thomas T. Thompson, M.D.
Technical Director: Cynthia C. Kirby, B.S., RT
Clinical Instructor: David E. Brown, B.S., RT

The radiologic technology programs at the Duke University Medical Center and the Veterans Administration Hospital offer beginning and postgraduate education.

RADIOLOGIC TECHNOLOGY CERTIFICATE PROGRAM

A maximum of twelve students is admitted each July for the two-year radiologic technology certificate program. Each student receives both academic and clinical training in all aspects of the field. After successful completion of the program, the student is eligible to take the national board examination sponsored by the American Registry of Radiologic Technologists.



Program of Study. The course of study follows the approved syllabus of the American College of Radiology and the American Society of Radiologic Technologists. The number of hours devoted to most subjects generally exceeds the basic minimum requirements.

Class lectures are scheduled on a full-time basis from July-September of the entering year. During the succeeding months of the program, classes are held on Monday, Wednesday, and Friday afternoons with the exception of the summer months. The remainder of the program involves a series of clinical rotations in all aspects of technological activity under the supervision of clinical instructors, full-time registered radiologic technologists, senior staff radiologists, and resident radiologists. Periodic examinations are given to evaluate progress. Full-time attendance is mandatory in both classroom and practical work. Saturday and Sunday as well as week-night emergency call will be required on a rotational basis.

Prerequisites for Admission. All applicants must have a diploma from an accredited high school or its equivalent.

Application Procedures. The following are necessary to complete application procedures:

1. A completed application form, including a recent photograph and a nonrefundable fee of \$20;
2. Official transcripts from all high schools, colleges, or professional schools attended;
3. Scholastic Aptitude Test scores from the College Entrance Examination Board;
4. Three letters of recommendation from persons not related to the applicant;
5. A personal interview.

Requests for further information and application forms should be directed to Cynthia Kirby, Technical Director, Radiologic Technology Programs, Box 3108, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. There is a nonrefundable registration fee of \$20. Tuition for the course is \$200 per year. In addition, books and supplies will cost approximately \$125.

Financial Aid. There are no stipends. However, part-time employment in ancillary areas will be available in the Duke University Medical Center's Department of Radiology. A student should not expect to be employed during the first two months of the program and following that period should not be employed for more than twenty hours per week.

The program is approved for the enrollment of persons eligible for benefits under Title 38 USC(G.I. Bill).

ADVANCED RADIOLOGIC TECHNOLOGY PROGRAM

A maximum of ten students is admitted each September.

Program of Study. The advanced radiologic technology program is a one-year program designed to provide an opportunity for registered radiologic technologists to acquire an indepth knowledge of their profession. Only highly qualified and experienced radiologic technologists are admitted to the program. The curriculum encompasses such things as special radiological procedures; application and knowledge of X-ray equipment; testing and evaluation of medical X-ray film, film processing, and quality control; applied nursing procedures, ultra-sonography; xeroradiography; and basic managerial concepts. The pro-

gram is designed to provide an educational and economical career ladder for those who are interested in special procedures in radiologic technology and/or departmental supervisory positions.

Classroom: 512 hours.

Clinical Clerkship: 840 hours.

Prerequisites for Admission. All applicants must be registered radiologic technologists.

Application Procedures. The following are necessary to complete application:

1. A completed application form, including a recent photograph and a nonrefundable fee of \$20;
2. Official transcript from the Radiologic Technology program attended;
3. Copy of certification as a registered radiologic technologist;
4. Two letters of recommendation, one from applicant's previous supervisory radiologic technologist and one from a radiologist;
5. A personal interview.

Requests for further information and application forms should be directed to Cynthia Kirby, Technical Director, Radiologic Technology Programs, Box 3108, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. There is a nonrefundable registration fee of \$20. Tuition for the course is \$350. In addition, books and supplies will cost approximately \$100.

Financial Aid. There is a modest monthly stipend. In addition, part-time employment in the Department of Radiology is available for those students needing extra income. However, students should not plan to seek outside employment during the first three months of the program due to a heavy classroom commitment.

The program is approved for the enrollment of persons eligible for benefits under Title 38 USC(G.I. Bill).

GREENSBORO COLLEGE AFFILIATION

An academic affiliation with Greensboro College, Greensboro, North Carolina, affords radiologic technology students the opportunity of additional education leading to a Bachelor of Science degree in biology. This applies to both the certificate and the advanced programs. By paying regular tuition to Greensboro College, the students will receive academic credit for studies pursued at Duke-V.A. When the clinical schedules permit, the students are allowed to commute to Greensboro to participate in studies on the Greensboro campus.

There are two methods of participating in the Duke-V.A.-Greensboro academic affiliation. Students wishing to complete studies leading to a B.S. degree may attend Greensboro first to complete general college and selected elective courses, and then they complete academic work at Duke-V.A. in the basic radiologic technology program. Upon graduation, students who successfully meet both Greensboro and Duke academic requirements will receive a B.S. degree from Greensboro College, and a certificate from the Duke University Medical Center-Veterans Administration Hospital. Students wishing to attend Duke-V.A. first may do so and then complete degree requirements at Greensboro.

The second method of participating in this affiliation lends assistance to those who have already completed radiologic technology education and who wish an advanced education in radiologic technology, or further formal college courses to add to previous college work, or to begin college work.

Both options require completion of admissions applications to Greensboro College and Duke. Tuition will be paid to Greensboro College and both options

lead toward completion of academic requirements for a B.S. degree. For those completing advanced work in radiologic technology, a certificate will be awarded in addition to the degree.

Financial aid is available through student loans from Greensboro College.

Requests for further information and application forms should be directed to Dr. Arnold Van Pelt, Department of Biology, Greensboro College, Greensboro, North Carolina 27401.



Respiratory Therapy

Professor: Merel H. Harmel, M.D., *Chairman, Department of Anesthesiology*

Medical Director: J. Howard Brown, M.D.

Director: H. R. Anderson, AAS, ARRT, Division of Respiratory Therapy, Duke University Medical Center

Educational Coordinator: P. A. Bronson, B.S., ARRT, Duke University Medical Center

Program Coordinator: W. H. Dubbs, B.S., Respiratory Therapy, Durham Technical Institute

Clinical Coordinator: Wayne R. MacKintosh, ARRT, Duke University Medical Center

Clinical Instructors: Betsy R. Durham, RN, ARRT; Fred Costrovinci, B.S.; Paul Beam, B.S.; R. Allen Leonard, ARRT; Albert L. West, Jr.; Marcia Slaughter, ARRT; Robert Bagnall; William Byrtus

Respiratory therapy is one of the newest and fastest growing allied health specialities in the United States today, due to the increasing incidence of respiratory diseases in our society and the increasing complexity of the various modalities used in the treatment and diagnosis of these diseases. The respiratory therapist must be an expert in the therapeutic uses of aids to the breathing process such as medical gases, oxygen administering apparatus, humidity and aerosol devices, positive pressure ventilation, mechanical airways, and cardiopulmonary resuscitation. In September, 1970, the Duke University Medical Center and Durham Technical Institute initiated an associate degree program in respiratory therapy under the medical direction of the Department of Anesthesiology. It is accredited by the Council on Medical Education of the American Medical Association and approved by the North Carolina State Board of Education. At the completion of this program, the student will be awarded the Associate in Applied Science degree from Durham Technical Institute and a certificate from Duke University Medical Center. Graduates will be qualified to participate in the national registry examination.

Program of Study. The clinical and didactic education is completed at Duke University Medical Center, Watts Hospital, and Durham Technical Institute concurrently throughout the twenty-four month program.

Prerequisites for Admission. All applicants must have a high school diploma or its equivalent, including two units of mathematics and two of physical science.

Application Procedures. Applications must be submitted by April 15 of the year for which admission is requested. The following are necessary to complete application procedures:

1. A completed application form;
2. Official transcripts from all high schools and colleges attended;
3. Placement examinations for Durham Technical Institute given at the time of enrollment;
4. Three letters of recommendation;
5. A personal interview.

All applicants will be notified by May 15 regarding admission to the program. Requests for further information and application forms should be directed to: Program Coordinator, Durham Technical Institute, 1637 Lawson Street, Durham, North Carolina 27703.

Registration Fees and Expenses. Durham Technical Institute tuition is \$32 per quarter for in-state students. For out-of-state students, the tuition is \$137.50 per quarter. In addition, books will average \$50 per quarter.

Financial Aid. A limited amount of financial assistance is available to students. More information can be found in the catalogue of Durham Technical Institute.



Courses of Instruction. Students must complete the following:

Current Respiratory Therapy Curriculum

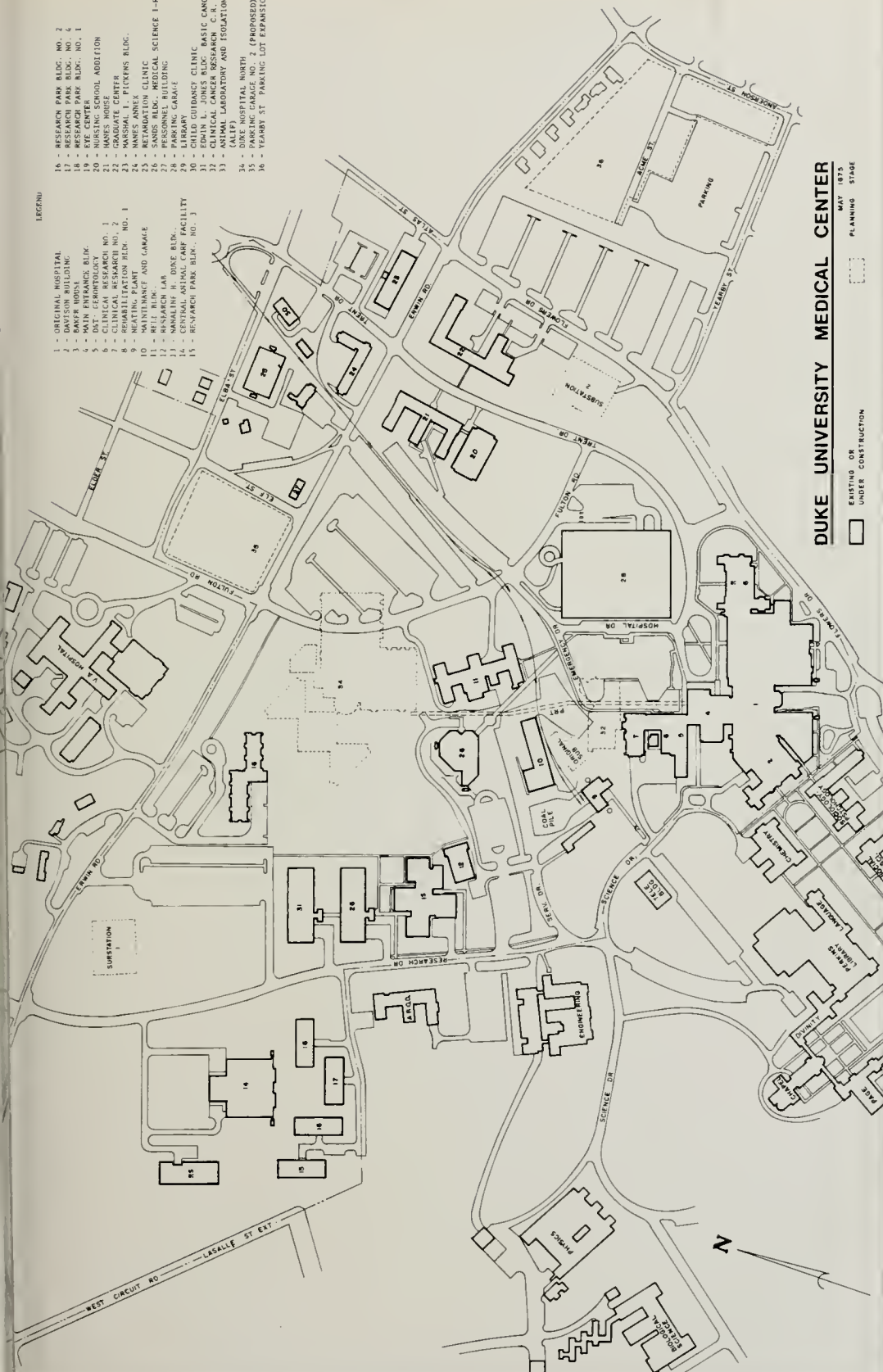
		Hours per week		Credit hours
		Lec.	Lab.	
Summer quarter				
<i>Course</i>			<i>Clinical Rotation</i>	
*BCP 100	Unified Science	10	6	13
*MAT 101	Mathematics	5	0	5
		<u>15</u>	<u>6</u>	<u>18</u>
Fall quarter				
BIO 101	General Biology	3	2	4
CHM 101/G	Chemistry	3	2	4
NUR 101	Nursing Arts	3	0	3
ENG 100	Communication Skills I	2	0	2
RTH 101	Respiratory Therapy Theory and Procedures	3	2	4
RTH 101/P	Respiratory Therapy Clinical Practice			
		<u>14</u>	<u>6</u>	<u>3</u>
				<u>18</u>
Winter quarter				
CHM 102/G	Chemistry	3	2	4
MAT 102	Mathematics	5	0	5
BIO 102	Anatomy and Physiology	4	2	5
ENG 101	Communication Skills II	5	0	5
RTH 102	Respiratory Therapy Theory and Procedures	3	2	4
RTH 102/P	Respiratory Therapy Clinical Practice			
		<u>20</u>	<u>6</u>	<u>6</u>
				<u>25</u>

Spring quarter		Hours per week		Credit hours
Course		Lec.	Lab. Clinical rotation	
MED 150	Pharmacology	3	0	3
PHY 101/G	Physics	3	2	4
BIO 103	Cardiorespiratory A and P	3	0	3
ENG 102	Communication Skills III	3	0	3
RTH 103	Respiratory Therapy Theory and Procedures	3	2	4
RTH 103/P	Respiratory Therapy Clinical Practice			
		<u>15</u>	<u>4</u>	<u>12</u> <u>21</u>
Summer quarter				
BIO 201	Microbiology	4	2	5
PHY 102/G	Physics	3	2	4
RTH 201	Respiratory Therapy Theory and Procedures	3	2	4
RTH 201/P	Respiratory Therapy Clinical Practice			
		<u>10</u>	<u>6</u>	<u>15</u> <u>18</u>
Fall quarter				
MED 250	Pathology	4	0	4
ENG 203	Communication Skills IV	2	0	2
SOC 102	General Sociology	3	0	3
PSY 102	General Psychology	3	0	3
RTH 202	Respiratory Therapy Theory and Procedure	3	2	4
RTH 202/P	Respiratory Therapy Clinical Practice			
		<u>15</u>	<u>2</u>	<u>15</u> <u>21</u>
Winter quarter				
RTH 203	Respiratory Therapy Theory and Procedures	3	2	4
RTH 203/P	Respiratory Therapy Clinical Practice			
			15	5
RTH 210	Respiratory Therapy Seminar	2	0	2
RTH 251	Assessment and Treatment of Cardiorespiratory Abnormalities	<u>3</u> 8	<u>0</u> 2	<u>3</u> 14
Spring quarter				
RTH 204	Respiratory Therapy Theory and Procedures	3	2	4
RTH 204/P	Respiratory Therapy Clinical Practice			
			15	5
RTH 211	Independent Research in Respiratory Therapy	2	0	2
RTH 220	Departmental Management and Personnel Supervision	<u>3</u> 8	<u>0</u> 2	<u>3</u> 14
Summer quarter				
RTH 205	Respiratory Therapy Internship			
			33	11
RTH 212	Respiratory Therapy Seminar	<u>3</u> 3		<u>3</u> 14

*These courses are not to be considered a part of the formal curriculum, but a means of improving weaker students prior to the beginning of each freshman year.

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- 1 - ORIGINAL HOSPITAL BUILDING
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- 4 - MAIN ENTRANCE BLDG.
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- 31 - EDWIN L. JONES BLDG.
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- 34 - DUKE HOSPITAL NORTH
- 35 - PARKING GARAGE NO. 2 (PROPOSED)
- 36 - YEARBY ST. PARKING LOT EXPANSION



DUKE UNIVERSITY MEDICAL CENTER

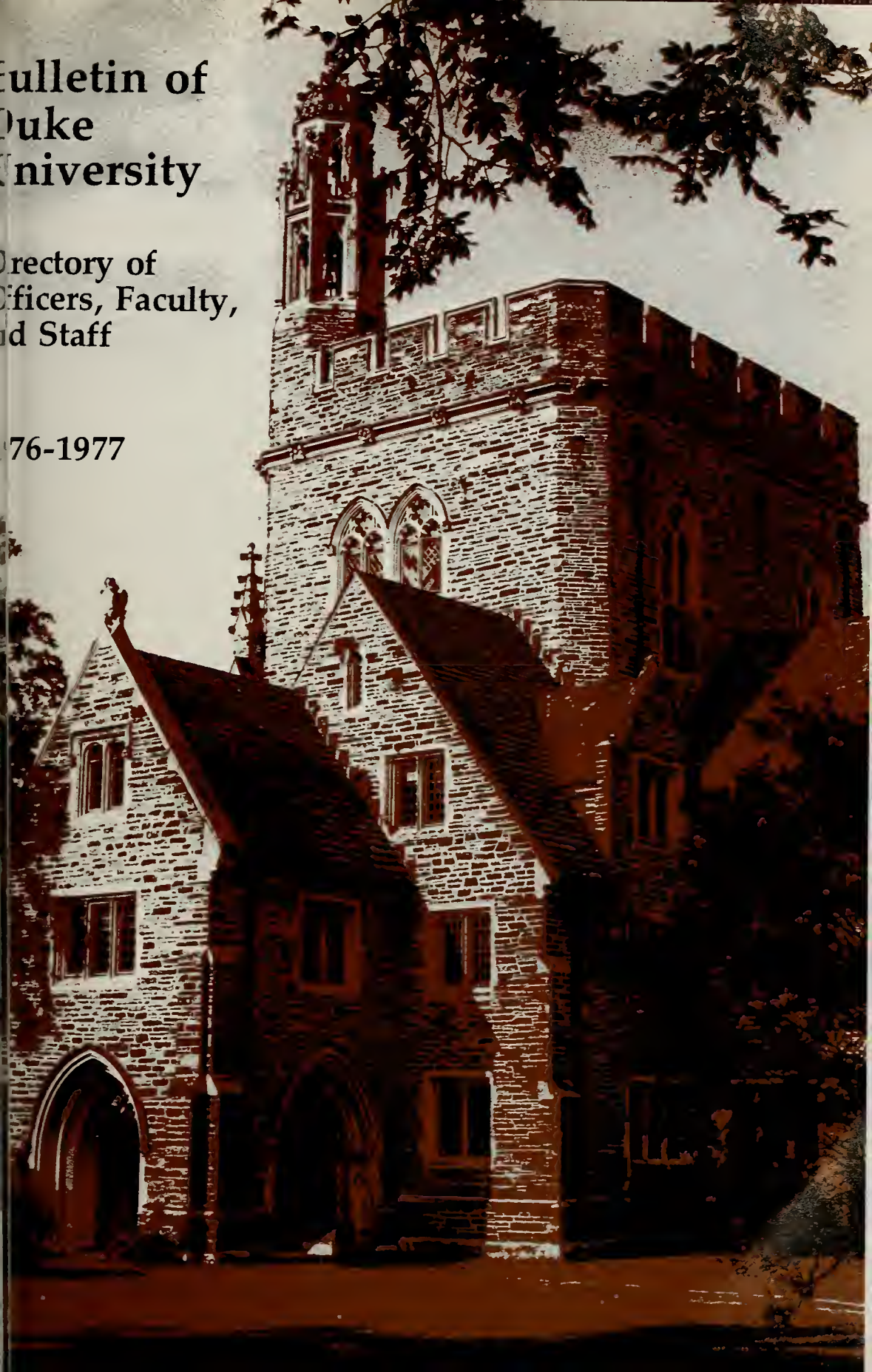
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Bulletin of Duke University

Directory of
Officers, Faculty,
and Staff

1976-1977



Bulletin of Duke University

**Directory of
Officers, Faculty,
and Staff**

1976-77

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Duke University Bulletins Office

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**Officers, Faculty, and Staff
1975-76**



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*Deceased August 30, 1975.

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^{4a} Wiley David Forbus, M.D. <i>Professor Emeritus of Pathology</i>	3309 Devon Road
Clarence Ellsworth Gardner, Jr., M.D., D. Sci. <i>Professor Emeritus of Surgery</i>	Blue Creek Astor, Fla.

^{4a} Deceased March 3, 1976.

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William Holland Hall, A.M., M.S.C.E. <i>Dean Emeritus of the College of Engineering and J. A. Jones Professor Emeritus of Engineering</i>	Johnson Apartments 304 Watts Street
Frank Allan Hanna, Ph.D. <i>Professor Emeritus of Economics</i>	2239 Cranford Road
J. Deryl Hart, M.D. <i>President Emeritus and Professor Emeritus of Surgery</i>	2324 Duke University Road Route 1, Box 232 Mt. Pleasant, N. C.
Charles Cleveland Hatley, Ph.D. <i>Professor Emeritus of Physics</i>	32 Wilton Street Princeton, N. J.
William S. Heckscher, Ph.D. <i>Benjamin N. Duke Professor Emeritus of Art</i>	6028 Zenith Avenue Minneapolis, Minn.
Caroline Elizabeth Helmick, M.D. <i>Associate Emeritus of Preventive Medicine</i>	
James Paisley Hendrix, M.D. <i>Professor Emeritus of Medicine and Therapeutics</i>	144 Pinecrest Road
Mildred L. Hendrix, B.S. <i>University Organist Emeritus</i>	144 Pinecrest Road
Gerhard Chester Henriksen, M.A., C.P.A. <i>Vice President and Treasurer Emeritus</i>	3629 Westover Road
Arthur Owen Hickson, Ph.D. <i>Professor Emeritus of Mathematics</i>	16 Lebanon Circle
Jay Broadus Hubbell, Sr., Ph.D., Litt.D. <i>Professor Emeritus of American Literature</i>	121 Pinecrest Road 216 Ann Street Beaufort, N. C.
Wanda Sanborn Hunter, Ph.D. <i>Associate Professor Emeritus of Zoology</i>	
William Henry Irving, Ph.D. <i>Professor Emeritus of English</i>	510 Watts Street
Archibald Currie Jordan, M.A. <i>Assistant Professor Emeritus of English</i>	147 Pinecrest Road
Brady Rimbey Jordan, Ph.D. <i>Professor Emeritus of Romance Languages</i>	2311 Lakeview Drive Lacey, Washington
Helen Louise Kaiser, R.P.T. <i>Professor Emeritus of Physical Therapy</i>	1201 Dwire Place
William Arthur Kale, D.D. <i>Professor Emeritus of Christian Education</i>	500 East Markhan Avenue
Walter Kempner, M.D. <i>Professor Emeritus of Medicine</i>	1505 Virginia Avenue
Paul Jackson Kramer, Ph.D., D.Sc., D. Litt. <i>James B. Duke Professor Emeritus of Botany</i>	Colony Hill
Wladyslaw W. Kulski, Ph.D., LL.D. <i>James B. Duke Professor Emeritus of Russian Affairs</i>	1624 Marion Avenue Box 291 Buies Creek, N. C.
Charles Earl Landon, Ph.D. <i>Professor Emeritus of Economics</i>	
John Tate Lanning, Ph.D. <i>James B. Duke Professor Emeritus of History</i>	3007 Surrey Road

⁵ William Thomas Laprade, Ph.D., Litt.D. <i>Professor Emeritus of History</i>	1108 Monmouth Avenue
Elvin Remus Latty, J.Sc.D. <i>William R. Perkins Professor Emeritus of Law</i>	3620 Hathaway Road Box 6178
Martha Modena Lewis, M.A. <i>Professor Emeritus of Physical Education</i>	College Station 726 East 6th Street
Ralph Elton Lewis, M.S.M.É. <i>Assistant Professor Emeritus of Mechanical Engineering</i>	Hastings, Neb. 7817 Maryknoll Avenue
John L. Lievsay, Ph.D. <i>James B. Duke Professor Emeritus of English</i>	Bethesda, Maryland Route 3, Box 273
Hans Lowenbach, M.D. <i>Professor Emeritus of Psychiatry and Assistant Professor Emeritus of Pediatrics</i>	Old Apex Road Methodist Retirement Home
Alan Krebs Manchester, Ph.D. <i>Professor Emeritus of History</i>	
Angus M. McBryde, M.D. <i>Professor Emeritus of Pediatrics</i>	3406 Westover Road Box 427
Gelolo McHugh, Ph.D. <i>Associate Professor Emeritus of Psychology</i>	Saluda, N. C.
Otto Meier, Jr., Ph.D. <i>Professor Emeritus of Electrical Engineering</i>	113 Pinecrest Road
⁶ Elijah Eugene Menefee, Jr., M.D. <i>Professor Emeritus of Medicine</i>	2205 Cranford Road
Hiram Earl Myers, S.T.M., D.D. <i>Professor Emeritus of Biblical Literature</i>	141 Pinecrest Road
Glenn R. Negley, Ph.D. <i>Professor Emeritus of Philosophy</i>	2330 Hilton Avenue
Walter McKinley Nielsen, Ph.D. <i>James B. Duke Professor Emeritus of Physics</i>	139 Pinecrest Road
Edward Stewart Orgain, M.S. <i>Professor Emeritus of Medicine</i>	3321 Devon Road
James G. Osborne, B.S. <i>Professor Emeritus of Forest Biometry</i>	907 Magellan Drive Sarasota, Fla.
Robert Leet Patterson, Ph.D. <i>Professor Emeritus of Philosophy</i>	40 Glenwood Drive, Bellehaven Greenwich, Conn.
Lewis Patton, Ph.D. <i>Professor Emeritus of English</i>	614 Swift Avenue
Hilda Pavlov, M.A. <i>Assistant Professor Emeritus of Russian</i>	542 Spencer Street Monterey, Cal.
Michael I. Pavlov, M.A. <i>Associate Professor of Russian</i>	542 Spencer Street Monterey, Cal.
Harold Sanford Perry, Ph.D. <i>Professor Emeritus of Botany</i>	2302 Cranford Road
Ernst Peschel, M.D. <i>Professor Emeritus of Medicine</i>	2306 Pershing Street
Ruth Lohmann Peschel, M.D. <i>Assistant Professor Emeritus of Medicine</i>	2306 Pershing Street 1615 Circle Drive
Ray C. Petry, Ph.D. <i>James B. Duke Professor Emeritus of Church History</i>	Lacey, Washington Box 6305, College Station
Mary Poteat, Ph.D. <i>Assistant Professor Emeritus of English</i>	
Benjamin E. Powell, Ph.D. <i>University Librarian Emeritus</i>	3609 Hathaway Road
Robert Stanley Rankin, Ph.D. <i>Professor Emeritus of Political Science</i>	1277 Vickers Avenue
Israel Thomas Reamer, Ph.D. <i>Associate Emeritus of Medicine</i>	2406 West Club Boulevard
Ann Jacobansky Reed, M.Ed. <i>Professor Emeritus of Nursing</i>	1631 Pleasant Plains Road Matthews, N. C.
Eva Oldham Reese, B.S. <i>Associate Emeritus in Ophthalmology</i>	901 Camden Avenue

⁵Deceased May 15, 1975.

⁶Deceased May 23, 1975

Wally Reichenberg-Hackett, Ph.D. <i>Professor Emeritus of Psychology</i>	Surry, Maine
Joseph B. Rhine, Ph.D. <i>Director Emeritus of Parapsychology Laboratory</i>	Route 3 Hillsborough, N. C.
John Henderson Roberts, Ph.D. <i>Professor Emeritus of Mathematics</i>	2813 Legion Avenue Box 410 Davidson, N. C.
Mabel F. Rudisill, Ph.D. <i>Associate Professor Emeritus of Education</i>	816 Anderson Street
Julian Meade Ruffin, M.D. <i>Professor Emeritus of Medicine</i>	3444 Rugby Avenue
Herman Salinger, Ph.D. <i>Professor Emeritus of Germanic Languages and Comparative Literature</i>	103 Pinecrest Road
Charles Richard Sanders, Ph.D. <i>Professor Emeritus of English</i>	900 Lambeth Circle
Esther Louise Schwerman, Ph.D. <i>Assistant Professor Emeritus of English</i>	1406 Dollar Avenue
William Hays Simpson, Ph.D. <i>Professor Emeritus of Political Science</i>	
David Tillerson Smith, M.D. <i>James B. Duke Professor Emeritus of Microbiology; Professor Emeritus of Community Health Sciences; and Associate Professor Emeritus of Medicine</i>	512 Watts Street
Hilrie Shelton Smith, D.D., Ph.D., Litt.D. <i>James B. Duke Professor Emeritus of American Religious Thought</i>	2721 Dogwood Road
Joseph John Spengler, Ph.D., D.Hu.L., LL.D. <i>James B. Duke Professor Emeritus of Economics</i>	2240 Cranford Road
William Frank Stinespring, Ph.D. <i>Professor Emeritus of Old Testament and Semitics</i>	1107 Watts Street
W. A. Stumpf, Ph.D. <i>Professor Emeritus of Education</i>	127 Pinecrest Road
Edgar Tristram Thompson, Ph.D. <i>Professor Emeritus of Sociology</i>	138 Pinecrest Road
James Nardin Truesdale, Ph.D. <i>Professor Emeritus of Greek</i>	105 Pinecrest Road Route 1 Bahama, N. C.
Warren Chase Vosburgh, Ph.D. <i>Professor Emeritus of Chemistry</i>	P. O. Box 63 Blutton, S. C.
Albert E. Wackerman, M.F. <i>Professor Emeritus of Forest Utilization</i>	3650 Mayflower Place Nashville, Tenn.
Arley John Walton, B.S.L., D.D. <i>Professor Emeritus of Church Administration</i>	
Bruce A. Wells, M.S.E.E. <i>Associate Professor Emeritus of Electrical Engineering</i>	Topsail Beach, N. C.
⁷ Marie Anne Updike White, A.M. <i>Associate Professor Emeritus of English</i>	2203 Elmwood Avenue
Eugenia Remlin Whitridge, Ph.D. <i>Assistant Professor Emeritus of Sociology</i>	111 East Tryon Street Hillsborough, N. C.
Mary Grace Wilson, A. M. <i>Dean Emeritus of Undergraduate Women</i>	Box 6175, College Station
⁸ Robert Renbert Wilson, Ph.D., LL.D. <i>James B. Duke Professor Emeritus of Political Science</i>	717 Anderson Street
⁹ Frederick Adolphus Wolf, Ph.D. <i>James B. Duke Professor Emeritus of Botany</i>	924 Urban Avenue
Barnes Woodhall, M.D. <i>James B. Duke Professor Emeritus of Neurosurgery</i>	4006 Dover Road
Robert Hilliard Woody, Ph.D. <i>Professor Emeritus of History</i>	2734 Circle Drive

⁷Deceased October 4, 1975.

⁸Deceased April 29, 1975.

⁹Deceased November 7, 1975.

Instructional Staff

(The date in parentheses indicates the year of appointment.)

A Rashad Abdel-Khalik (1975), Ph.D. (Illinois) <i>Associate Professor of Business Administration</i>	2718 McDowell Road
Mohamed Bahie Abou-Donia (1975), Ph.D. (California at Berkeley) <i>Adjunct Assistant Professor of Physiology and Pharmacology</i>	4301 Regis Avenue
¹⁰ Norman Abramson (1971), M.D. (Temple) <i>Assistant Professor of Radiology</i>	2617 McDowell Road
¹¹ Frances D. Acomb (1945), Ph.D. (Chicago) <i>Professor of History</i>	Apartment 11 300 Swift Avenue
¹² William R. Acree (1972), M.S. (Rensselaer Polytechnic Inst.) <i>Visiting Assistant Professor of Naval Science</i>	5905 Granite Place
Anne H. Adams (1971), Ed.D. (Mississippi) <i>Professor of Education</i>	2727 Spencer Street
Dolph Oliver Adams (1972), Ph.D. (North Carolina at Chapel Hill) <i>Assistant Professor of Pathology</i>	4209 New Bern Place
¹³ Richard W. Adams (1971), Ph.D. (Harvard) <i>Assistant Professor of Psychology</i>	Box 6022, College Station
Mark R. Adelman (1971), Ph.D. (Chicago) <i>Assistant Professor of Anatomy</i>	1303 Lakewood Avenue
David Aderman (1970), Ph.D. (Wisconsin) <i>Assistant Professor of Psychology</i>	706-D Constitution Drive
Richard A. Ainsworth (1974), M.P.H. (North Carolina at Chapel Hill) <i>Associate in Community Health Sciences</i>	2416 West Club Boulevard
Sezer Aksel (1974), M.D. (Duke) <i>Assistant Professor of Obstetrics and Gynecology</i>	2504 Vesson Street
¹⁴ John Richard Alden (1955), Ph.D. (Michigan) <i>James B. Duke Professor of History</i>	2736 Dogwood Road
Irving E. Alexander (1963), Ph.D. (Princeton) <i>Professor of Psychology and Professor of Medical Psychology in the Department of Psychiatry</i>	1111 Watts Street
William K. Allard (1975), Ph.D. (Brown) <i>Professor of Mathematics</i>	200 Monticello Avenue
Arthur Tilo Alt (1961-65; 1967), Ph.D. (Texas) <i>Assistant Professor of German</i>	3326 Swansea Street
Judith S. Altholz (1972), M.A. (Chicago) <i>Associate in Psychiatric Social Work</i>	413 Hillsboro Street Chapel Hill, N. C.
Dennis Bernard Amos (1962), M.D. (Univ. of London) <i>James B. Duke Professor of Immunology and Experimental Medicine</i>	Route 3, Box 157 Hillsborough, N. C.
¹⁵ Carl L. Anderson (1955), Ph.D. (Pennsylvania) <i>Professor of English</i>	Route 2, Cabe Ford Road
David R. Anderson (1975), Ph.D. (North Dakota) <i>Associate in Medical Psychology in the Department of Psychiatry</i>	5808 Ridgeview Road
Edward Everett Anderson (1966), M.D. (Duke) <i>Professor of Urology</i>	3808 Darwin Road
Jane Anderson (1973), M.S. (Boston Univ.) <i>Assistant Professor of Nursing</i>	Apartment 16-C 700 Morreene Road
Lewis Edward Anderson (1936), Ph.D. (Pennsylvania) <i>Professor of Botany</i>	2736 Montgomery Street
Nels Anderson, Jr. (1966), Ph.D. (Purdue) <i>Associate Professor of Physiology and Assistant Professor of Obstetrics and Gynecology</i>	Route 1 Hillsborough, N. C.
Page A. W. Anderson (1973), Ph.D. (Duke) <i>Assistant Professor of Pediatrics and Associate in Physiology</i>	3815 Swarthmore Drive
Peter H. Anderson (1974), Ph.D. (Oregon) <i>Assistant Professor of Pathology</i>	705 Chalice Street

¹⁰Through 4-1-75

¹¹Retired 8-31-75

¹²Through 7-1-75.

¹³Through 8-31-75.

¹⁴Leave of absence, fall 1975-76.

¹⁵Sabbatical leave, fall 1975-76.

- Robert William Anderson (1972), M.D. (Northwestern)
Associate Professor of Surgery, Assistant Professor of
Physiology and Pharmacology 2 Heath Place
- Roger F. Anderson (1950), Ph.D. (Minnesota)
Professor of Forest Entomology 2528 Perkins Road
- William B. Anderson (1965), M.D. (Minnesota)
Assistant Professor of Psychiatry 2713 Sevier Street
- William Banks Anderson, Jr. (1962), M.D. (Harvard)
Associate Professor of Ophthalmology 2401 Cranford Road
- Hugh Vaughn Angle (1973), Ph.D. (Texas Christian)
Assistant Professor of Medical Psychology in the Department of Psychiatry 1304 Clermont
- William G. Anlyan (1952), M.D. (Yale)
Professor of Surgery 1516 Pinecrest Road
- Janis Antonovics (1970), Ph.D. (Univ. Coll. of North Wales)
Associate Professor of Botany 2713 Omah Street
- Stanley H. Appel (1964-65; 1967), M.D. (Columbia)
Professor of Medicine (Neurology) and Associate
Professor of Biochemistry 2513 Wrightwood Avenue
- James Applewhite (1971), Ph.D. (Duke)
Associate Professor of English 606 Candlewood Place
- Mahadev L. Apte (1965), Ph.D. (Wisconsin)
Associate Professor of Anthropology 1518 Southwood Drive
- Richard E. Aquila (1968), Ph.D. (Northwestern)
Assistant Professor of Philosophy Apartment 1-C
1600 Anderson Street
- Luis O. Aranedo (1975), M.D. (Universidad del Litoral, Rosario, Argentina)
Associate in Anesthesiology 9 Tarra Place
- Jay Morris Arena (1933), M.D. (Duke)
Professor of Pediatrics 1403 Woodburn Road
- Kiro Pete Arges (1953), M.S. (Tennessee)
Assistant Professor of Civil Engineering 802 West Maynard Avenue
- John Leslie Artley (1955), D.Eng. (Johns Hopkins)
Professor of Electrical Engineering 2714 Wrightwood Avenue
- Patricia R. Ashton (1972), A.B. (Goucher)
Associate in Pathology 15 Ashley Road
- Ruth S. Askins (1972), M.S.N. (North Carolina)
Assistant Professor of Nursing 1906 West B Street
Butner, N. C.
- Robert J. Bache (1971), M.D. (Harvard)
Associate Professor of Medicine and Associate in Physiology 3608 Suffolk Street
- Kurt W. Back (1959), Ph.D. (Massachusetts Inst. of Tech.)
Professor of Sociology and Professor of Medical
Sociology in the Department of Psychiatry 2735 McDowell Street
- Rodger W. Baier (1972), Ph.D. (Washington)
Assistant Professor of Chemistry P. O. Box 338
Morehead, N. C.
- Joseph Randle Bailey (1946), Ph.D. (Michigan)
Professor of Zoology 2517 Sevier Street
- ¹⁶Lloyd R. Bailey (1971), Ph.D. (Hebrew Union)
Associate Professor of Old Testament 4122 Deepwood Circle
- Collin F. Baker, Jr. (1973), M.D. (Vanderbilt)
Assistant Professor of Community Health Sciences 3819 Nottaway Road
- Frank Baker (1960), Ph.D. (Nottingham)
Professor of English Church History 1505 Pinecrest Road
- Kenneth R. Baker (1973), Ph.D. (Cornell)
Associate Professor of Business Administration 4113 Huckleberry Drive
Raleigh, N. C.
- Jean M. Baldigo (1974), Ph.D. (Indiana)
Assistant Professor of Sociology 1010 Urban Avenue
- Steven W. Baldwin (1970), Ph.D. (California Inst. of Tech.)
Assistant Professor of Chemistry 3917 Inwood Drive
- Helmy H. Baligh (1967), Ph.D. (California at Berkeley)
Professor of Business Administration 1909 Rolling Road
Chapel Hill, N. C.
- ¹⁷M. Margaret Ball (1963), Ph.D. (Stanford)
Professor of Political Science 2305 Elmwood Avenue

¹⁶Sabbatical leave, spring 1975-76.

¹⁷Retired 8-31-75.

Robert H. Ballantyne (1962), Ed.D. (Washington State)	2510 Wrightwood Avenue
<i>Associate Professor of Education</i>	3914-A Tara Drive
Paul V. Bamford (1974), Ph.D. (North Carolina at Chapel Hill)	Raleigh, N. C.
<i>Visiting Assistant Professor of Philosophy</i>	
James David Barber (1972), Ph.D. (Yale)	1011 Homer Street
<i>Professor of Political Science</i>	101 Sunset Lane
Richard T. Barber (1970), Ph.D. (Stanford)	Beaufort, N. C.
<i>Associate Professor of Zoology and Botany</i>	Apartment 18-D
Sarah Kathryn Barclay (1965), M.S.S. (Tulane)	2820 Chapel Hill Road
<i>Assistant Professor of Psychiatric Social Work</i>	
Norman Howard Barlow (1955), Ph.D. (Duke)	3852 Somerset Drive
<i>Assistant Professor of Romance Languages</i>	
Robert L. Barnes (1965), Ph.D. (Duke)	5303 Revere Road
<i>Professor of Forest Biochemistry</i>	
Roger Coke Barr (1969), Ph.D. (Duke)	121 Whitfield Road
<i>Associate Professor of Biomedical Engineering and</i>	
<i>Associate Professor of Pediatrics</i>	2713 McDowell Road
William F. Barry, Jr. (1955), M.D. (Pennsylvania)	
<i>Professor of Radiology</i>	3940 Dover Road
Frank Houston Bassett III (1963), M.D. (Louisville)	
<i>Professor of Orthopaedics and Assistant Professor of Anatomy</i>	1636 Marion Avenue
Joseph Battle (1970), Ph.D. (Michigan)	
<i>Associate Professor of Business Administration</i>	2535 Wrightwood Avenue
George J. Baylin (1939), M.D. (Duke)	
<i>Professor of Radiology and Professor of Otolaryngology</i>	130 Pinecrest Road
<i>in the Department of Surgery</i>	
William Waldo Beach (1946), B.D., Ph.D. (Yale)	
<i>Professor of Christian Ethics</i>	1008 Horton Road
Hie Ping Beall (1974), Ph.D. (Tulane)	
<i>Adjunct Assistant Professor of Anatomy and Adjunct Assistant</i>	615 Duluth Street
<i>Professor of Physiology and Pharmacology</i>	
¹⁸ Richard W. Beals (1974), Ph.D. (Yale)	1700 Shawnee Street
<i>Visiting Professor of Mathematics</i>	
William L. Beery (1973), M.P.H. (North Carolina at Chapel Hill)	1821 Woodburn Road
<i>Associate in Community Health Sciences</i>	
Victor S. Behar (1968), M.D. (Duke)	Apartment 5-1
<i>Associate Professor of Medicine</i>	200 Seven Oaks Road
Robert D. Behn (1973), Ph.D. (Harvard)	
<i>Associate Professor of Policy Sciences and Lecturer in Public</i>	2410 Wrightwood Avenue
<i>Systems Engineering, Department of Civil Engineering</i>	
¹⁹ Joseph C. Bell (1972), LL.B. (Yale)	5802 Sandstone Drive
<i>Assistant Professor of Law</i>	
Michael C. Bell (1975), M.B.A. (George Washington)	4300 Rhew Drive
<i>Visiting Assistant Professor of Naval Science</i>	
Robert M. Bell (1972), Ph.D. (California at Berkeley)	1006 Trinity Avenue
<i>Assistant Professor of Biochemistry</i>	
²⁰ Theodore M. Benditt (1970), Ph.D. (Pittsburgh)	3010 Harriman Drive
<i>Assistant Professor of Philosophy</i>	Route 2, Box 395
Peter Brian Bennett (1972), Ph.D. (Univ. of Southampton, England)	Chapel Hill, N. C.
<i>Professor of Anesthesiology and Associate Professor of</i>	
<i>Physiology and Pharmacology</i>	3920 Berry Bush Place
Dudley Woodrow Benson, Jr. (1974), M.D. (Duke)	39 Davie Circle
<i>Associate in Pediatrics</i>	Chapel Hill, N. C.
John K. Bergland (1973), M.Div. (United Theological Seminary)	
<i>Associate Professor of Homiletics, Divinity School</i>	115 Woodridge Drive
Charles W. Bergquist (1972), Ph.D. (Stanford)	
<i>Assistant Professor of History</i>	2117 Englewood Avenue
²¹ Frederick Bernheim (1930), Ph.D. (Cambridge)	
<i>James B. Duke Professor of Pharmacology</i>	
Helga Wilde Bessent (1964), M.A. (Vanderbilt)	
<i>Assistant Professor of German</i>	

¹⁸Through 12-31-74.

¹⁹Through 8-31-75.

²⁰Through 8-31-75.

²¹Retired 8-31-75

William Bevan (1974), Ph.D. (Duke) <i>William Preston Few Professor of Psychology</i>	1540 Hermitage Court
Helen Smith Bevington (1943), M.A. (Columbia) <i>Professor of English</i>	4428 Guess Road
Lawrence C. Biedenharn, Jr. (1961), Ph.D. (Massachusetts Inst. of Tech.) <i>Professor of Physics</i>	2716 Sevier Street
Alan Biermann (1974), Ph.D. (California at Berkeley) <i>Assistant Professor of Computer Science</i>	211 Severin Street Chapel Hill, N. C.
Darell D. Bigner (1972), Ph.D. (Duke) <i>Associate Professor of Pathology, Assistant Professor of Experimental Surgery, and Lecturer in the Department of Microbiology and Immunology</i>	4308 Samoa Court
William Dwight Billings (1952), Ph.D. (Duke) <i>James B. Duke Professor of Botany</i>	1628 Marion Avenue
²² Edward G. Bilpuch (1962), Ph.D. (North Carolina) <i>Professor of Physics</i>	106 Cherokee Circle Chapel Hill, N. C.
Warren P. Bird (1968), M.S.L.S. (Columbia) <i>Associate Professor of Medical Literature</i>	35 Stoneridge Circle
John A. Bittikofer (1970), Ph.D. (Purdue) <i>Associate in Clinical Biochemistry</i>	424 Valley Drive
²³ David E. Black (1968), Ph.D. (Massachusetts Inst. of Tech.) <i>Assistant Professor of Economics</i>	Apartment G-4 1829 Front Street
Mary Ann Black (1974), M.S. (North Carolina) <i>Associate in Psychiatric Social Work in the Department of Psychiatry</i>	615 Orindo Drive
Elizabeth C. Blackburn (1972), M.Ed. (Virginia Commonwealth) <i>Associate in Radiology</i>	1009 Stonehedge Avenue
John O. Blackburn (1962), Ph.D. (Florida), C.P.A. <i>Professor of Economics</i>	208 Pineview Road
Lillian R. Blackmon (1973), M.D. (Arkansas) <i>Assistant Professor of Pediatrics and Assistant Professor of Obstetrics and Gynecology</i>	Apartment 18-B 2836 Chapel Hill Road
Charles Albert Blake (1972), Ph.D. (California at Los Angeles) <i>Assistant Professor of Anatomy</i>	3910 Hope Valley Road
Robert Lincoln Blake (1949) <i>Associate in Medical Art in the Division of Audiovisual Education</i>	609 Ruby Street
Kalman P. Bland (1973), Ph.D. (Brandeis) <i>Assistant Professor of Religion</i>	2711 Augusta Drive
William F. Blankley (1972), Ph.D. (California at San Diego) <i>Assistant Professor of Botany</i>	214 Ann Street Beaufort, N. C.
Mary M. Blanks (1975), M.H.A. (Duke) <i>Assistant Professor of Health Administration</i>	Apartment G-16 1829 Front Street
Colin C. Blaydon (1975), Ph.D. (Harvard) <i>Associate Professor of Policy Sciences and Business Administration</i>	1817 Woodburn Road
W. M. Blount (1974), B.A. (U.S. Naval Academy) <i>Visiting Assistant Professor of Naval Science</i>	Route 8, Glen Oaks Drive
Jacob Joseph Blum (1962), Ph.D. (Chicago) <i>Professor of Physiology</i>	2525 Perkins Road
James A. Bobula (1975), Ph.D. (Ohio State) <i>Assistant Professor of Community Health Sciences</i>	3619 Dover Road
Anthony Bocchino (1974), J.D. (Connecticut) <i>Assistant Professor of Law</i>	3803 Hillgrand Drive
Bruce R. Bolnick (1974), Ph.D. (Yale) <i>Assistant Professor of Economics</i>	Apartment C-2 1434 New Castle Road
Dani P. Bolognesi (1971), Ph.D. (Duke) <i>Associate Professor of Experimental Surgery and Assistant Professor of Virology</i>	2511 Sevier Street
Robert A. Bonar (1959), Ph.D. (California at Berkeley) <i>Associate Professor of Biophysics in the Department of Surgery</i>	Route 2, Box 407-A Chapel Hill, N. C.
Joseph Bonaventura (1972), Ph.D. (Texas) <i>Associate in Biochemistry</i>	127 Circle Drive Beaufort, N. C.

²²Leave of absence, spring 1975-76.

²³Through 8-31-75.

- Allan Hadley Bone (1944), M.M. (Eastman)
Professor of Music 2725 Sevier Street
- ²⁴James Bonk (1959), Ph.D. (Ohio State)
Professor of Chemistry 112 Pinecrest Road
- Jack W. Bonner III (1971), M.D. (Texas)
Assistant Professor of Psychiatry 27 Windsor Road
 Asheville, N. C.
- Dan Bonsanti (1975), M.M. (Miami)
Visiting Lecturer in Jazz Music 101-A Isley Street
 Chapel Hill, N. C.
- Cazlyn Green Bookhout (1935), Ph.D. (Duke)
Professor of Zoology 1307 Alabama Avenue
- Elizabeth Circle Bookhout (1932-43; 1945), Ph.D. (New York)
Professor of Physical Education 1307 Alabama Avenue
- James A. Boon (1974), Ph.D. (Chicago)
Assistant Professor of Anthropology 918 Urban Avenue
- Frank L. Borhardt (1971), Ph.D. (Johns Hopkins)
Associate Professor of Germanic Languages 100 East Forest Hills Boulevard
- ²⁵Lynn Gordon Borchert (1973), M.D. (Michigan)
Assistant Professor of Obstetrics and Gynecology Apartment 3-H
 1505 Duke University Road
- Lloyd J. Borstelmann (1953), Ph.D. (California at Berkeley)
*Professor of Psychology and Professor of Medical
 Psychology in the Department of Psychiatry* 2506 Francis Street
- Edward Hecht Bossen (1972), M.D. (Duke)
Assistant Professor of Pathology 7 Thackeray
- Gregory Boudreaux (1972), Ph.D. (Duke)
Visiting Assistant Professor of Philosophy 1902 Shelton Avenue
- Shirley Elaine Potts Bourbous (1970), M.S.N. (North Carolina at Chapel Hill)
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- J. E. Boynton (1968), Ph.D. (California at Davis)
Associate Professor of Botany 1808 Woodburn Road
- Joyce Bracewell (1973), M.S.W. (Florida State)
Associate in Psychiatric Social Work 74 Manetta Road
 Asheville, N. C.
- William Dalton Bradford (1966), M.D. (Western Reserve)
*Associate Professor of Pathology and
 Assistant Professor of Pediatrics* 3724 Hope Valley Road
- David Gilbert Bradley (1949), Ph.D. (Yale)
Professor of Religion 2507 Sevier Street
- Charles Kilgo Bradsher (1939), Ph.D. (Harvard)
James B. Duke Professor of Chemistry 118 Pinecrest Road
- Ralph Braibanti (1953), Ph.D. (Syracuse)
James B. Duke Professor of Political Science 3805 Darby Road
- Robert Griffin Brame (1970), M.D. (North Carolina)
Professor of Obstetrics and Gynecology 2806 De Kalb Street
- Eleanor F. Branch (1972), Ph.D. (Duke)
Associate Professor of Physical Therapy 207 Oak Hill Drive
- ²⁶Joan B. Breedlove (1970), M.S.N. (Duke)
Assistant Professor of Nursing School of Nursing
- ²⁷Jack W. Brehm (1958), Ph.D. (Minnesota)
Professor of Psychology 2801 Dogwood Road
- ²⁸Frank J. Breslin (1974), M.D. (Tufts)
Associate in Community Health Sciences Apartment 72-D
 Colonial Apartments
- Marianne Breslin (1968), M.D. (Medical Academy,
 Dusseldorf, Germany)
Associate Professor of Psychiatry 1704 Michaux Road
 Chapel Hill, N. C.
- Bernard Bressler (1954), M.D. (Washington Univ.)
Professor of Psychiatry 3724 Knollwood Drive
- ²⁹David L. Brewer (1969), M.D. (Oklahoma)
Assistant Professor of Medicine 2811 Stuart Drive
- W. A. Breyspraak (1973), Ph.D. (Duke)
Visiting Assistant Professor of Religion Route 2, Box 556

²⁴Sabbatical leave, spring 1975-76.

²⁵Through 6-30-75.

²⁶Through 12-31-74

²⁷Through 6-30-75.

²⁸Through 6-30-75.

²⁹Through 8-31-75.

- ³⁰Gert Henry Brieger (1970), M.D. (California at Los Angeles), Ph.D. (Johns Hopkins)
Associate Professor of Community Health Sciences and
Associate Professor of the History of Medicine 2742 Circle Drive
- Donald S. Bright (1975), M.D. (Maryland)
Assistant Professor of Orthopaedic Surgery 9 Winthrop Court
- William H. Briner (1970), B.S. (Temple)
Assistant Professor of Radiology 3100 Ithaca Court
- H. Keith H. Brodie (1974), M.D. (Columbia)
Professor of Psychiatry 63 Beverly Drive
- Irwin A. Brody (1964), M.D. (Pennsylvania)
Associate Professor of Neurology in the Department of Medicine Route 4
Hillsborough, N. C.
- Martin Bronfenbrenner (1971), Ph.D. (Chicago)
William R. Kenan, Jr. Professor of Economics 2915 Friendship Road
- Charlotte Vestal Brown (1971), A.B. (North Carolina at Greensboro)
Assistant Professor of Art 1206 Williamson Drive
Raleigh, N. C.
- Earl I. Brown II (1960), Ph.D. (Texas)
J. A. Jones Professor of Civil Engineering 1631 Marion Avenue
- Jay Howard Joel Brown (1974), M.D. (Boston Univ.)
Assistant Professor of Anesthesiology 5343 Yardley Terrace
- Jerri M. Brown (1975), M.S.N. (Medical College of Virginia)
Clinical Associate in Nursing in the Department of
Pediatrics and Clinical Instructor in the School of Nursing Apartment 85-D
3022 Chapel Hill Road
- Montague Brown (1975), D.P.H. (North Carolina at Chapel Hill)
Professor of Health Administration 20 Howell Lane
Chapel Hill, N. C.
- ³¹George William Brumley, Jr. (1967), M.D. (Duke)
Associate Professor of Pediatrics and Associate
Professor of Obstetrics and Gynecology 3415 Surry Road
- Dorothy J. Brundage (1968), M.N. (Emory)
Assistant Professor of Nursing Route 6, Box 215
Mebane, N. C.
- Frederick P. Bruno (1972), M.S. (Florida)
Associate in Radiology, Nuclear Medicine Division 813 Chalice Street
- Anne-Marie Bryan (1961), M.A.T. (Duke)
Assistant Professor of Romance Languages 1017 Norwood Avenue
- Paul Robey Bryan, Jr. (1951), Ph.D. (Michigan)
Professor of Music 1108 Watts Street
- C. Edward Buckley (1963), M.D. (Duke)
Associate Professor of Medicine and Assistant
Professor of Microbiology and Immunology 3621 Westover Road
- Rebecca Hatcher Buckley (1968), M.D. (North Carolina)
Associate Professor of Pediatrics and Associate Professor of Immunology 3621 Westover Road
- Katherine K. Buckner (1974), M.S.W. (North Carolina at Chapel Hill)
Associate in Psychiatric Social Work in the
Department of Psychiatry Box 1206, 309 Glendale Drive
Chapel Hill, N. C.
- Louis J. Budd (1952), Ph.D. (Wisconsin)
Professor of English 2753 McDowell Road
- Albert George Buehler (1955), M.A. (North Carolina)
Professor of Physical Education 1718 Woodburn Road
- Grace Bullock (1957-59; 1967), M.S.N. (North Carolina)
Assistant Professor of Nursing 3729 Hermine Street
- Stephen D. Bundy (1974), M.S.P.H. (North Carolina at Chapel Hill)
Associate in Community Health Sciences Route 2, Box 375
Chapel Hill, N. C.
- J. Gordon Burch (1971), M.D. (Univ. of Alberta)
Assistant Professor of Medicine and Assistant Professor of Pediatrics 3508 Manford Drive
- Donald S. Burdick (1962), Ph.D. (Princeton)
Associate Professor of Mathematics 108 Emerald Circle
- Walter W. Burford (1970), S.T.M. (Yale)
Assistant Professor of Religion 120 West Lynch Street
- Peter C. Burger (1973), M.D. (Northwestern)
Assistant Professor of Pathology Apartment P-6
2808 Croasdaile Drive
- Peter Burian (1968), Ph.D. (Princeton)
Assistant Professor of Classical Studies 1610 Delaware Avenue

³⁰Through 7-31-75.

³¹Sabbatical leave 7-1-75 through 6-30-76

- Elizabeth Burkett (1975), M.S.N. (North Carolina at Chapel Hill)
Clinical Instructor in the School of Nursing and Clinical
Associate in the Department of Pediatrics 1312 Rosewood Street
- Richard O. Burns (1964), Ph.D. (Illinois)
Professor of Microbiology 4117 Pavilion Place
- Richard M. Burton (1970), D.B.A. (Illinois)
Associate Professor of Business Administration 1639 Marion Avenue
- Ewald W. Busse (1953), M.D. (Washington)
J. P. Gibbons Professor of Psychiatry 1132 Woodburn Road
- Edmund Butler (1975), Ph.D. (New York)
Assistant Professor of Mathematics Apartment C
 1700 Pace Street
- Ronald R. Butters (1967), Ph.D. (Iowa)
Associate Professor of English 821 Green Street
- Gale H. Buzzard (1957), Ph.D. (North Carolina State)
Assistant Professor of Mechanical Engineering 2716 Tryon Road
- ³²Roger W. Byhardt (1974), M.D. (Marquette)
Assistant Professor of Radiology 2629 Cornwallis Road
- ³³Edwin H. Cady (1973), Ph.D. (Wisconsin)
Andrew W. Mellon Professor in the Humanities Box 168, Route 4
 Hillsborough, N. C.
- Clark Cahow (1968), Ph.D. (Duke)
Associate Professor in the Faculty of Arts and Sciences 1106 Watts Street
- Phillip B. Calkins (1973), Ph.D. (Chicago)
Assistant Professor of History 415 Monticello Avenue
- Jasper Lamar Callaway (1937), M.D. (Duke)
James B. Duke Professor of Dermatology 26 Stoneridge Circle
- Richard T. Campbell (1974), Ph.D. (Wisconsin)
Assistant Professor of Sociology 1114 Wells Street
- Murray R. Cantor (1974), Ph.D. (California at Berkeley)
Assistant Professor of Mathematics 1022 Rose Hill Avenue
- Peter Carbone (1966), Ed.D. (Harvard)
Associate Professor of Education 111 Brenrose Court
- Leonard Carlitz (1932), Ph.D. (Pennsylvania)
James B. Duke Professor of Mathematics 2303 Cranford Road
- Adelaide T. Carpenter (1975), Ph.D. (Washington)
Adjunct Assistant Professor of Anatomy Apartment 10-F, Booker Creek
 Chapel Hill, N. C.
- Robert C. Carson (1960), Ph.D. (Northwestern)
Professor of Psychology and Professor of Medical
Psychology in the Department of Psychiatry 6502 Hunter's Lane
- James H. Carter (1971), M.D. (Howard)
Assistant Professor of Psychiatry 3310 Pine Grove Road
 Raleigh, N. C.
- Reginald D. Carter (1971), Ph.D. (Bowman Gray)
Assistant Professor of Community Health Sciences and
Assistant Professor of Physiology Route 4, Box 63
 Hillsborough, N. C.
- ³⁴Matthew Cartmill (1969), Ph.D. (Chicago)
Associate Professor of Anatomy and Associate Professor of Anthropology Route 2, Box 547
- William H. Cartwright (1951), Ph.D. (Minnesota)
Professor of Education 3610 Britt Street
- Ernesto G. Caserta (1970), Ph.D. (Harvard)
Assistant Professor of Romance Languages 2516 Sevier Street
- John H. Casseday (1972), Ph.D. (Indiana)
Assistant Professor of Otolaryngology in the
Department of Surgery and Lecturer in Psychology Apartment 18-J
 2736 Chapel Hill Road
- Ronald Casson (1971), Ph.D. (Stanford)
Assistant Professor of Anthropology 701 Watts Street
- ³⁵Thomas R. Cate (1968), M.D. (Vanderbilt)
Associate Professor of Medicine 3123 Camelot Court
- G. S. T. Cavanagh (1962), B.L.S. (McGill)
Professor of Medical Literature 42 Kimberly Drive
- Patrick J. Cavanaugh (1960), M.D. (St. Louis)
Professor of Radiology 1535 Hermitage Court

³²Through 9-5-75

³³Sabbatical leave 1975-76.

³⁴Sabbatical leave, spring 1975-76

³⁵Through 5-31-75.

- Jesse O. Cavenar (1971), M.D. (Arkansas)
Assistant Professor of Psychiatry 411 Overland Drive
 Chapel Hill, N. C.
- John W. Cell (1962), Ph.D. (Duke)
Associate Professor of History 1011 Highland Woods
 Chapel Hill, N. C.
- Jack B. Chaddock (1966), Sc.D. (Massachusetts Inst. of Tech.)
Professor of Mechanical Engineering 10 Learned Place
 820 Tinkerbell Road
 Chapel Hill, N. C.
- William H. Chafe (1971), Ph.D. (Columbia)
Associate Professor of History
- Leon E. Chaiken (1952), M.F. (Cornell)
Professor of Forest Management 2737 Dogwood Road
 233-A Jackson Circle
 Chapel Hill, N. C.
- Moses Chan (1975), Ph.D. (Cornell)
Instructor and Research Associate in Physics
- Arthur C. Chandler, Jr. (1965), M.D. (Duke)
Associate Professor of Ophthalmology and Associate in Anatomy 3508 Cambridge Road
 Apartment E-23
 2112 Broad Street
- John Brian Chapman (1975), Ph.D. (Monash)
Visiting Associate Professor of Physiology and Pharmacology
- James H. Charlesworth (1969), Ph.D. (Duke)
Associate Professor of Religion 4022 Cornwallis Road
- James T. T. Chen (1965), M.D. (National Defense Med. Center, Taipei, Taiwan)
Professor of Radiology 2528 Sevier Street
- Donald B. Chesnut (1965), Ph.D. (California Inst. of Tech.)
Professor of Chemistry 4404 Malvern Road
- Kwok-Sing Cheung (1974), Ph.D. (Saskatchewan)
Associate in Pediatrics 3716 Suffolk Street
- Arthur C. Christakos (1963), M.D. (South Carolina)
Professor of Obstetrics and Gynecology and Associate
Professor of Community Health Sciences 3102 Surry Road
- Norman L. Christensen, Jr. (1973), Ph.D. (California at Santa Barbara)
Assistant Professor of Botany 2909 Omah Street
 Apartment 26-J
 2836 Chapel Hill Road
- George C. Christie (1967), S.J.D. (Harvard)
Professor of Law
- Ronald Yan-li Chuang (1972), Ph.D. (California at Davis)
Assistant Professor of Experimental Medicine and
Assistant Professor of Pharmacology Apartment 7-D
 610 LaSalle Street
- Giorgio Ciompi (1964), M.A. (Paris Conservatory)
Artist in Residence at the Department of Music 3614 Westover Road
- James R. Clapp (1963), M.D. (North Carolina)
Professor of Medicine and Associate Professor of Physiology 4030 King Charles Road
- ³⁶Henry B. Clark (1966), Ph.D. (Yale)
Associate Professor of Religion 3108 Camelot Court
- Howard Clark (1968), Ph.D. (Maryland)
Professor of Biomedical Engineering and Materials Science 19 Oak Drive
- Frederic N. Cleaveland (1971), Ph.D. (Princeton)
Professor of Political Science 1822 North Lake Shore Drive
 Chapel Hill, N. C.
- William Porter Cleveland (1972), Ph.D. (Wisconsin)
Assistant Professor of Community Health Sciences 2020 Sunset Avenue
- Edward Clifford (1965), Ph.D. (Minnesota)
Professor of Medical Psychology in the Department of
Psychiatry, Professor of Medical Psychology in the
Department of Surgery, and Lecturer in Psychology 2535 Sevier Street
- ³⁷Robert C. Clift (1975), Ph.D. (Melbourne)
Visiting Professor of Management Sciences, Graduate School
of Business Administration 1915-A Yearby Street
- Frank W. Clippinger (1957), M.D. (Washington)
Professor of Orthopaedic Surgery 3514 Rugby Road
- ³⁸John L. E. Clubbe (1966), Ph.D. (Columbia)
Associate Professor of English 3729 Swathmore Road
- John M. Clum (1966), Ph.D. (Princeton)
Assistant Professor of English 416 Morreene Road
- Frederick R. Cobb (1971), M.D. (Mississippi)
Assistant Professor of Medicine and Associate in Physiology 3723 Suffolk Street

³⁶Through 8-31-75.

³⁷Through 5-31-75.

³⁸Sabbatical leave 1975-76.

- Franklin H. Cocks (1972), Sc.D. (Massachusetts Inst. of Tech.)
Associate Professor of Mechanical Engineering 2906 Friendship Road
- Harvey Jay Cohen (1971), M.D. (State Univ. of New York)
Assistant Professor of Medicine 2811 Friendship Circle
- Kalman J. Cohen (1974), Ph.D. (Carnegie-Mellon)
Distinguished Bank Research Professor and Professor
of Business Administration 2312 Honeysuckle Court
Chapel Hill, N. C.
- John Coie (1968), Ph.D. (California at Berkeley)
Associate Professor of Psychology 2801 Dogwood Road
Route 2, Box 599
Cary, N. C.
- ³⁹Jerry Coker (1974), M.A. (Sam Houston State Univ.)
Visiting Lecturer in Jazz Studies Apartment 87-C
3022 Chapel Hill Road
- James M. Colacino (1973), Ph.D. (State Univ. of New York at Buffalo)
Temporary Instructor of Zoology 237 Knollwood Drive
Chapel Hill, N. C.
- ⁴⁰Byron K. Cole (1972), M.D. (Cincinnati)
Assistant Professor of Community Health Sciences
- ⁴¹Robert Taylor Cole (1935), Ph.D. (Harvard)
James B. Duke Research Professor of Political Science 7 Sylvan Road
- T. Boyce Cole (1969), M.D. (North Carolina)
Associate Professor of Otolaryngology 3711 Bentley Drive
- ⁴²Richard G. Coleman (1974), Ph.D. (North Carolina at Chapel Hill)
Assistant Professor of Medical Psychology in the Department of Psychiatry 719 Davidson Street
Raleigh, N. C.
- Jeffrey J. Collins (1974), Ph.D. (Harvard)
Assistant Professor of Experimental Surgery and Assistant
Professor of Microbiology and Immunology 306-A Estes Drive
Chapel Hill, N. C.
- ⁴³Joel G. Colton (1947), Ph.D. (Columbia)
Professor of History 1616 Pinecrest Road
- Robert Merle Colver (1953), Ed.D. (Kansas)
Associate Professor of Education 2720 Circle Drive
311 Estes Drive
Chapel Hill, N. C.
- ⁴⁴Anthony J. Conger (1973), Ph.D. (Illinois)
Visiting Associate Professor of Psychology
- John L. Connolly, Jr. (1974), Ph.D. (Pennsylvania)
Assistant Professor of Art 107 Pinecrest Road
- Frank Convery (1971), Ph.D. (State Univ. of New York)
Assistant Professor of Forest Resource Economics 2315 Wilson Street
- Philip J. Cook (1973), Ph.D. (California at Berkeley)
Assistant Professor of Policy Sciences and Economics 45 Windsor Circle
Chapel Hill, N. C.
- ⁴⁵Samuel DuBois Cook (1966), Ph.D. (Ohio State), LL.D.
Professor of Political Science 2733 Sevier Street
- Wesley A. Cook, Jr. (1971), M.D. (Oregon)
Assistant Professor of Neurosurgery 2006-C Jersey Avenue
- Hallie M. Coppedge (1966), M.S.W. (North Carolina)
Associate in Psychiatric Social Work 3435 Cromwell Road
- Thomas Howard Cordle (1950), Ph.D. (Yale)
Professor of Romance Languages 916 West Markham Avenue
- Joseph M. Corless (1972), Ph.D. (Duke)
Assistant Professor of Anatomy and Associate in Ophthalmology 2326 Glendale Avenue
- Roger J. Corless (1970), Ph.D. (Wisconsin)
Assistant Professor of Religion Apartment 10-B
1600 Anderson Street
- ⁴⁶Bruce A. Corrie (1965), Ph.D. (Indiana)
Associate Professor of Physical Education 3223 Haddon Road
- Philip Costanzo (1968), Ph.D. (Florida)
Associate Professor of Psychology 2527 Wrightwood Avenue
- Martin J. Costello (1975), Ph.D. (Duke)
Adjunct Assistant Professor of Anatomy Apartment D
221 Anderson Street
- John D. Costlow (1959), Ph.D. (Duke)
Professor of Zoology 201 Ann Street
Beaufort, N. C.

³⁹Through 8-31-75.

⁴⁰Through 10-17-75

⁴¹Retired 8-31-75

⁴²Through 10-31-75

⁴³Leave of absence 9-1-74 through 8-31-76.

⁴⁴Through 5-31-75.

⁴⁵Through 2-28-75

⁴⁶Sabbatical leave 1975-76.

Sheila J. Counce (1968), Ph.D. (Edinburgh)	
<i>Associate Professor of Anatomy</i>	3101 Camelot Court
⁴⁷ Dario A. Covi (1970), Ph.D. (New York Univ.)	
<i>Professor of Art</i>	1010 Monmouth Avenue
Edwin B. Cox (1975), M.D. (Duke)	
<i>Associate in Medicine</i>	630 Starmont Drive
Robert Calvin Cox (1942), M.A. (Columbia)	
<i>Associate Professor of Physical Education</i>	1913 University Drive
Linda C. Craig (1972), M.S.N. (North Carolina at Chapel Hill)	
<i>Assistant Professor of Nursing</i>	2414 West Club Boulevard
William T. Creasman (1970), M.D. (Baylor)	
<i>Associate Professor of Obstetrics and Gynecology</i>	2944 Friendship Road
Marion Carlyle Crenshaw (1964), M.D. (Duke)	
<i>E. C. Hamblen Professor of Family Planning and Reproductive Medicine and Assistant Professor of Pediatrics</i>	5501 Roxboro Road
Peter Cresswell (1973), Ph.D. (Univ. of London)	
<i>Assistant Professor of Immunology</i>	2621 Augusta Drive
Elaine Kobrin Crovitz (1965), Ph.D. (Duke)	
<i>Assistant Professor of Medical Psychology in the Department of Psychiatry and Lecturer in Psychology</i>	2745 Montgomery Street
Herbert Crovitz (1963), Ph.D. (Duke)	
<i>Professor of Medical Psychology in the Department of Psychiatry and Lecturer in Psychology</i>	3600 Tremont Drive
Alvin L. Crumbliss (1970), Ph.D. (Northwestern)	
<i>Assistant Professor of Chemistry</i>	2826 Stuart Drive
William L. Culberson (1955), Ph.D. (Wisconsin)	Route 7
<i>Professor of Botany</i>	George King Road
William D. Currie (1967), Ph.D. (North Carolina at Chapel Hill)	
<i>Associate Professor of Radiology</i>	3611 Randolph Road
⁴⁸ Robert Earl Cushman (1945), B.D., Ph.D. (Yale)	
<i>Research Professor of Systematic Theology</i>	2719 Spencer Street
Ronald Y. Cusson (1970), Ph.D. (California Inst. of Tech.)	Apartment 3-H
<i>Associate Professor of Physics</i>	2716 Middleton Street
Jarir S. Dajani (1971), Ph.D. (Northwestern)	
<i>Associate Professor of Civil Engineering and Associate Professor of Environmental Studies in the School of Forestry and Environmental Studies</i>	3605 Suffolk Street
William W. Damon (1970), Ph.D. (Cornell)	
<i>Assistant Professor of Business Administration</i>	5600 Woodberry Road
Charles A. Daniels (1970), Ph.D. (Duke)	
<i>Associate Professor of Pathology</i>	4 Sylvan Road
Ollie B. Davenport (1961), M.S.N. (Western Reserve)	
<i>Assistant Professor of Nursing</i>	905 West Knox Street
Jack Dougan Davidson (1970), M.D. (Columbia)	
<i>Associate Professor of Radiology</i>	3506 Westover Road
David George Davies (1961), Ph.D. (California at Los Angeles)	
<i>Professor of Economics</i>	2631 McDowell Street
William David Davies (1966), D.D. (Wales)	
<i>George Washington Ivey Professor of Advanced Studies in New Testament and Research in Christian Origins</i>	228 Monticello Avenue
Calvin D. Davis (1962), Ph.D. (Indiana)	
<i>Associate Professor of History</i>	907 Monmouth Avenue
David A. Davis (1971), M.D. (Vanderbilt)	Kings Mill Road
<i>Professor of Anesthesiology</i>	Chapel Hill, N. C.
Gifford Davis (1930), Ph.D. (Harvard)	
<i>Professor of Romance Languages</i>	2248 Cranford Road
Guy C. Davis, Jr. (1975), Ph.D. (Emory)	
<i>Assistant Professor of Anesthesiology</i>	2420 Alpine Road
James Norman Davis (1972), M.D. (Cornell)	
<i>Assistant Professor of Medicine (Neurology)</i>	3509 Suffolk Street

⁴⁷Through 8-31-75.

⁴⁸Sabbatical leave, spring 1975-76.

Lucy Tolbert Davis (1969), Ed.D. (Columbia) <i>Associate Professor of Education and Clinical Associate in Therapeutic Education, Department of Psychiatry</i>	705 Gimghoul Road Chapel Hill, N. C.
Ron W. Davis (1970), Ed.D. (Columbia) <i>Associate in Community Health Sciences</i>	705 Gimghoul Road Chapel Hill, N. C.
Walter Etchells Davis (1972), M.D. (Duke) <i>Assistant Professor of Medicine</i>	3815 St. Marks Road
Jeffrey R. Dawson (1972), Ph.D. (Case Western Reserve) <i>Assistant Professor of Immunology</i>	902 Clarion Drive
Eugene Davis Day (1962), Ph.D. (Delaware) <i>Professor of Immunology and Professor of Experimental Surgery</i>	2727 McDowell Street
⁴⁴ Nell L. Deaver (1972), B.S. (Sargent) <i>Associate in Physical Therapy</i>	P. O. Box 1357 Tryon, S. C.
Peter R. Decker (1975), Ph.D. (Columbia) <i>Assistant Professor of Policy Sciences and History</i>	1607 Hermitage Court
John Essary Dees (1939), M.D. (Virginia) <i>Professor of Urology</i>	413 Carolina Circle
Susan Coons Dees (1939), M.D. (Johns Hopkins) <i>Professor of Pediatrics</i>	413 Carolina Circle
Thomas Jeremiah Delaney (1974), M.S. (Naval Postgraduate School) <i>Assistant Professor of Health Administration</i>	1602 Stacy Drive
⁵⁰ David C. Dellinger (1968), Ph.D. (Stanford) <i>Associate Professor of Business Administration</i>	19 Heath Place
Walter E. Dellinger III (1969), LL.B. (Yale) <i>Professor of Law</i>	513 Franklin Street Chapel Hill, N. C.
Jeffrey H. Delson (1975), Ph.D. (New Mexico State Univ.) <i>Temporary Instructor in Zoology</i>	Route 8, Box 345-A
Frank De Lucia (1969), Ph.D. (Duke) <i>Assistant Professor of Physics</i>	1618 North Duke Street
Neil B. de Marchi (1971), Ph.D. (Australian National Univ.) <i>Associate Professor of Economics</i>	2437 Sedgefield Drive Chapel Hill, N. C.
William J. DeMaria (1951), M.D. (Duke) <i>Professor of Pediatrics</i>	1126 Woodburn Road
Deborah DeMott (1975), J.D. (New York Univ.) <i>Assistant Professor of Law</i>	1708 Curtis Road Chapel Hill, N. C.
⁵¹ Peter J. Dempsey (1974), M.D. (St. Louis) <i>Assistant Professor of Radiology</i>	Apartment E-9 3600 Tremont Drive
⁵² A. Leigh DeNeef (1969), Ph.D. (Pennsylvania) <i>Associate Professor of English</i>	3406 Denise Street
Vincent W. Dennis (1973), M.D. (Georgetown) <i>Assistant Professor of Medicine</i>	3806 Hillgrand Drive
⁵³ Betsy J. Denny (1971), B.S. (North Carolina) <i>Associate in Physical Therapy</i>	5201 Peppercorn
Sara Jamison Dent (1965), M.D. (South Carolina) <i>Professor of Anesthesiology</i>	Route 4, Box 526 Hillsborough, N. C.
⁵⁴ Gretchen J. Dery (1969), M.S. (Catholic Univ.) <i>Assistant Professor of Nursing</i>	1329 Clermont Drive
David C. Deubner (1975), M.D. (Rochester) <i>Assistant Professor of Community Health Sciences</i>	706 East Forest Hills Boulevard
Irving T. Diamond (1958), Ph.D. (Chicago) <i>James B. Duke Professor of Psychology, Professor of Physiology, and Lecturer in Anatomy</i>	2745 McDowell Road
Joseph Di Bona (1967), Ph.D. (California at Berkeley) <i>Associate Professor of Education</i>	Route 1, Box 306 Timberlake, N. C.
Robert L. Dickens (1949), M.S. (North Carolina), C.P.A., LL.D. <i>Professor of Accounting in the Department of Management Sciences</i>	2717 Circle Drive
Joseph diCorcia (1975), Ph.D. (Duke) <i>Assistant Professor of History</i>	408 Hammond Avenue

⁴⁰Through 12-1-74.

⁵⁰Sabbatical leave, fall 1975-76.

⁵¹Through 10-1-75.

⁵²Sabbatical leave, fall 1975-76.

⁵³Through 1-21-75.

⁵⁴Sabbatical leave, fall 1975-76.

- Kenneth Robert Diehl (1972), D.M.D. (Harvard)
Assistant Professor of Orthodontics in the Department of Surgery 2961 Welcome Drive
 Alice E. Dietz (1970), M.P.H. (North Carolina) 1705 Allard Road
Assistant Professor of Nursing Chapel Hill, N. C.
- Arif Dirlik (1971), Ph.D. (Rochester) 2101 Strebor Road
Assistant Professor of History Apartment 14
⁵⁵Bruce W. Dixon (1970), M.D. (Pittsburgh) 2117 Bedford Avenue
Assistant Professor of Medicine
- ⁵⁶Richard H. Dixon (1972), M.D. (Duke) 1607 Hermitage Court
Associate in Medicine 54 Briarwood
 Darwin Dorr (1975), Ph.D. (Florida State) Asheville, N. C.
Associate Professor of Medical Psychology in the Department of Psychiatry
- ⁵⁷Frank C. Dorsey (1971), Ph.D. (Duke) 204 Forestwood Drive
Assistant Professor of Community Health Sciences and
Assistant Professor of Pathology
- Fenner Douglass (1974), M. Mus. (Oberlin Coll.) 1516 Woodburn Road
Professor of Music 317 Brandywine Road
⁵⁸Duane A. Dreyer (1974), Ph.D. (Pittsburgh) Chapel Hill, N. C.
Associate in Neurosurgery and Associate in Physiology
- Marc K. Drezner (1975), M.D. (Pittsburgh) 4629 Pinedale Drive
Associate in Medicine
- Bernard I. Duffey (1963), Ph.D. (Ohio State) 2732 Dogwood Road
Professor of English
- Fortune A. Dugan (1975), M.D. (Louisiana State) 5415 Old Well Street
Associate in Medicine Apartment 14-B
⁵⁹Christopher John Robert Dugard (1974), LL.B. (Cambridge) 2752 Middleton Street
Visiting Professor of Law
- Kenneth Lindsay Duke (1940), Ph.D. (Duke) 2736 McDowell Street
Associate Professor of Anatomy
- ⁶⁰Stephen O. Duke (1974), M.S. (Arkansas) 1023 Wells Street
Temporary Instructor in Botany
- Connie R. Dunlap (1975), A.M.L.S. (Michigan) 3223 Haddon Road
Professor in the Arts and Sciences
- Walter N. Duran (1974), Ph.D. (Catholic Univ., Chile) Apartment 13-F
Adjunct Assistant Professor of Physiology and 3301 Shannon Road
Adjunct Assistant Professor of Experimental Surgery
- Robert F. Durden (1952), Ph.D. (Princeton) 2532 Wrightwood Avenue
Professor of History
- John A. Dutton, (1975), M.S. (Ohio State) 3700 Sandy Ridge Lane
Professor of Aerospace Studies
- ⁶¹George Jiri Dvorak (1967), Ph.D. (Brown) 2956 Friendship Road
Professor of Civil Engineering
- Ronald B. Easley (1975), M.D., Ph.D. (Oklahoma) Route 2, Box 405-A
Assistant Professor of Medicine 309 Lindsay Street
 Elaine M. Eckle (1971), M.A. (North Carolina at Chapel Hill) Carrboro, N. C.
Assistant Professor of Physical Therapy
- Carol O. Eckerman (1972), Ph.D. (Columbia) 301 Hoot Owl Lane
Assistant Professor of Psychology Chapel Hill, N. C.
- Ruth Buchanan Eddy (1952), M.S. (Smith) 702 Louise Circle
Associate Professor of Physical Education
- Curtis Drew Edwards (1972), Ph.D. (Florida State) 906 West Maynard Avenue
Assistant Professor of Medical Psychology in the Department of Psychiatry, Associate
in Pediatrics and Lecturer in Psychology
- Herbert O. Edwards, Sr. (1974), Ph.D. (Brown) 2733 Sevier Street
Associate Professor of Black Church Studies
- Sam Edwards (1974), M.D. (Duke) 3412 Cromwell Road
Assistant Professor of Pediatrics

⁵⁵Through 6-30-75.

⁵⁶Through 6-16-75.

⁵⁷Leave of absence 1-1-75 through 12-31-75.

⁵⁸Through 3-1-75.

⁵⁹Through 8-31-75.

⁶⁰Through 5-31-75.

⁶¹Sabbatical leave 1975-76.

- ⁶²James Michael Etird (1962), Ph D (Duke)
Associate Professor of Biblical Languages and Interpretations 1224 Bramble Drive
Apartment D-2
- ⁶³Kenneth E. Ekman (1973), Ph D. (Massachusetts Inst. of Tech.)
Instructor in Mathematics 1312 Wyldewood Road
Route 1, Box 77
Cornwallis Road
- Jane G. Elchlepp (1960), Ph D (Chicago)
Associate Professor of Pathology 806 Onslow Street
- Albert F. Eldridge (1970), Ph.D (Kentucky)
Assistant Professor of Political Science 3519 Tonbridge Way
- Everett H. Ellinwood, Jr. (1966), M.D. (North Carolina at Chapel Hill)
Professor of Psychiatry and Assistant Professor of Pharmacology 2743 Sevier Street
- George John Ellis III (1970), M.D. (Harvard)
Assistant Professor of Medicine 2412 Wrightwood Avenue
- Ernest Elsevier (1950), M.S.M.E. (Georgia Inst. of Tech.)
Associate Professor of Mechanical Engineering 829 Chalice Street
- Michael S. Entmacher (1975), M.D. (Duke)
Associate in Medicine 106 Newell Street
- Carl Erickson (1966), Ph D. (Rutgers)
Associate Professor of Psychology 1108 Minerva Avenue
- Harold P. Erickson (1970), Ph.D. (Johns Hopkins)
Associate Professor of Anatomy 238 Terry Road, Route 1
Hillsborough, N. C.
- Robert P. Erickson (1961), Ph.D (Brown)
Professor of Psychology and Associate Professor of Physiology 15 Scott Place
- Charles W. Erwin (1969), M.D (Texas)
Associate Professor of Psychiatry 1601 Kent Street
Apartment 13-D
- ⁶⁴Antonio Valentino Escueta (1970), M.D. (Univ. of St. Thomas, Philippines)
Assistant Professor of Medicine (Neurology) 200 Seven Oaks Road
- Jose A. Espejo (1975), Ph.D. (Columbia)
Assistant Professor of Business Administration 3542 Hamstead Court
- E. Harvey Estes, Jr. (1953), M.D (Emory)
Professor of Medicine and Professor of Community Health Sciences 808 West Cornwallis Road
- Evan A. Evans (1973), Ph D. (California at San Diego)
Associate Professor of Biomedical Engineering and
Assistant Professor of Experimental Orthopaedics 1020 Demerius Street
- Lawrence E. Evans (1963), Ph.D. (Johns Hopkins)
Associate Professor of Physics 1105 Woodburn Road
- ⁶⁵John Wendell Everett (1932), Ph.D. (Yale)
Professor of Anatomy 601-A LaSalle Street
- Robinson Oscar Everett (1956), LL.M. (Duke)
Professor of Law 1010 Urban Avenue
Apartment 23-F
- Mark Evers (1973), Ph D. (Michigan)
Assistant Professor of Sociology 3000 Shannon Road
- ⁶⁶Isabelle R. Faeder (1972), Ph.D. (Cornell)
Lecturer in Anatomy 714 Churchill Drive
Chapel Hill, N. C.
- ⁶⁷Lennart Fagraeus (1974), Ph.D. (Karolinska Inst., Sweden)
Visiting Assistant Professor of Anesthesiology 1515 Pinecrest Road
- Henry A. Fairbank (1962), Ph.D. (Yale)
Professor of Physics 1402 Woodburn Road
Apartment 8
- Carmen M. Falcone (1946), M.A. (Ohio State)
Professor of Physical Education 2029 Bedford Street
- David J. Falcone (1975), Ph.D. (Duke)
Assistant Professor of Health Administration 3020 Harriman Avenue
- Joseph C. Farmer, Jr (1971), M.D. (Duke)
Associate Professor of Otolaryngology 921 Buchanan Boulevard
- Donn Michael Farris (1959), M. Div. (Duke)
Professor of Theological Bibliography 118-C North Ridge Drive
Asheville, N. C.
- Thomas R. Faschingbauer (1973), Ph.D. (North Carolina)
Assistant Professor of Medical Psychology in the
Department of Psychiatry

⁶²Sabbatical leave, fall 1975-76

⁶³Through 2-28-75

⁶⁴Through 7-20-75.

⁶⁵Sabbatical leave 1-1-75 through 6-30-75.

⁶⁶Through 6-25-75

⁶⁷Through 8-31-75.

John Morton Fein (1950), Ph.D. (Harvard) <i>Professor of Romance Languages</i>	2726 Montgomery Street
Jerome Feldman (1968), M.D. (Northwestern) <i>Associate Professor of Medicine</i>	2744 Sevier Street
Robert E. Fellows (1966), M.D. (McGill), Ph.D. (Duke) <i>Associate Professor of Physiology and Assistant Professor of Medicine</i>	Route 3, Box 67A Hillsborough, N. C.
Arthur Bowles Ferguson (1939), Ph.D. (Cornell) <i>Professor of History</i>	22 Lebanon Circle
⁶⁸ Earl W. Ferguson (1974), Ph.D. (Texas) <i>Associate in Medicine</i>	2619 Sarah Avenue
⁶⁹ Lucy Rau Ferguson (1974), Ph.D. (California at Berkeley) <i>Visiting Professor of Psychology</i>	2709 McDowell Street
Oliver W. Ferguson (1957), Ph.D. (Illinois) <i>Professor of English</i>	1212 Arnette Avenue
Saleh A. Fetouh (1972), D.P.H. (North Carolina at Chapel Hill) <i>Assistant Professor of Community Health Sciences and Associate in Radiology</i>	2001 Dartmouth Drive
Bernard F. Fetter (1951), M.D. (Duke) <i>Professor of Pathology</i>	3836 Somerset Drive
Sarah Fielding (1975), Ph.D. (Chicago) <i>Assistant Professor of Romance Languages</i>	Apt. 10-H, 425 Hillsborough Street Chapel Hill, N. C.
Gregory Fischer (1973), Ph.D. (Michigan) <i>Assistant Professor of Policy Sciences and Psychology</i>	1300 Oakland Avenue
⁷⁰ Peter G. Fish (1969), Ph.D. (Johns Hopkins) <i>Associate Professor of Political Science</i>	1006 Urban Avenue
⁷¹ Ronald L. Fishbaugh (1973), M.S. (Julliard) <i>Lecturer in Music</i>	1006 East Club Boulevard
⁷² Robert L. Fisher (1974), M.D. (Colorado) <i>Associate in Psychiatry</i>	4116 Edenton Lane
Joel L. Fleishman (1971), LL.M. (Yale) <i>Professor of Law</i>	205 Wood Circle Chapel Hill, N. C.
William H. Fletcher (1974), Ph.D. (California at Berkeley) <i>Assistant Professor of Anatomy</i>	2012 Woodrow Street
Anne Flowers (1972), Ed.D. (Duke) <i>Professor of Education</i>	2727 Spencer Street
Maxine Rogers Flowers (1971), M.S. (Columbia) <i>Associate in Psychiatric Social Work</i>	128 Pinecrest Road
Walter L. Floyd (1959), M.D. (Johns Hopkins) <i>Professor of Medicine</i>	3556 Hamstead Court
Donald J. Fluke (1958), Ph.D. (Yale) <i>Professor of Zoology</i>	2703 Sevier Street
Stephen R. Fore (1975), M.D. (Bowman Gray) <i>Associate in Obstetrics and Gynecology</i>	205 Parkmont Drive Greensboro, N. C.
Lloyd R. Fortney (1964), Ph.D. (Wisconsin) <i>Associate Professor of Physics</i>	2 Scott Place
Ellen Gwendolyn Fortune (1964), M.A. (Western Reserve) <i>Professor of Nursing</i>	5203 Shady Bluff Street
Richard Forward (1971), Ph.D. (California at Santa Barbara) <i>Assistant Professor of Zoology</i>	414 Ann Street Beaufort, N. C.
Derrell V. Foster (1974), Ph.D. (Texas) <i>Assistant Professor of Computer Science</i>	Apartment C-2 2105 Camellia
John Alvis Fowler (1953), M.D. (Bowman Gray) <i>Professor of Psychiatry and Lecturer in Education</i>	2721 Spencer Street
Wallace Fowlie (1964), Ph.D. (Harvard) <i>James B. Duke Professor of Romance Languages</i>	Apartment 17-D 2820 Chapel Hill Road
Richard G. Fox (1968), Ph.D. (Michigan) <i>Professor of Anthropology</i>	1601 Kent Street
Irwin Fridovich (1958), Ph.D. (Duke) <i>Professor of Biochemistry</i>	3517 Courtland Drive

⁶⁸Leave of absence 7-1-75 through 6-30-77.

⁶⁹Through 5-31-75.

⁷⁰Sabbatical leave, fall 1975-76.

⁷¹Through 8-31-75.

⁷²Through 7-31-75.

- Ruth Crane Erickson Friedberg (1972), M.A. (North Carolina)
Assistant Professor of Music 3501 Hamstead Court
- ⁷⁴Ernestine Friedl (1973), Ph.D. (Columbia)
Professor of Anthropology 3080 Colony Road
 Apartment M-2
 2800 Croasdaile Drive
- Zvi Friedman (1975), Ph.D. (Tel-Aviv Univ.)
Visiting Assistant Professor of Physics
- John A. Friedrich (1963), Ph.D. (Michigan State)
Professor of Physical Education 2953 Welcome Drive
- Thomas Eliot Frothingham (1973), M.D. (Harvard)
Professor of Pediatrics and Professor of Community Health Sciences 204 Chateau Road
- James C. A. Fuchs (1974), M.D. (Johns Hopkins)
Burroughs Wellcome Assistant Professor of Surgery and
Burroughs Wellcome Assistant Professor of Pharmacology 3920 Dover Road
- Conrad C. Fulkerson (1974), M.D. (Missouri)
Associate in Medicine 2712 Legion Street
- Jørgen Funder (1975), M.D. (Copenhagen)
Visiting Associate Professor of Physiology 514 Morgan Creek Road
- ⁷⁵William J. Furbish (1954), M.S. (Wisconsin)
Associate Professor of Geology Chapel Hill, N. C.
 Route 2, Box 31
- Jane T. Gaede (1974), M.D. (Duke)
Assistant Professor of Pathology Hillsborough, N. C.
 P. O. Box 747
- Kathlyn Anne Gaines (1973), M.S.N. (Florida)
Assistant Clinical Professor of Nursing Hillsborough, N. C.
 30 Pinehurst Road
- Stanley A. Gall (1973), M.D. (Minnesota)
Associate Professor of Obstetrics and Gynecology Asheville, N. C.
- John J. Gallagher (1974), M.D. (Georgetown)
Assistant Professor of Medicine 3902 St. Marks Road
 401 Lakeshore Lane
 Chapel Hill, N. C.
- ⁷⁶Johnnie L. Gallemore, Jr. (1969), M.D. (Emory)
Associate Professor of Psychiatry 2945 Friendship Road
- Thomas Muir Gallie, Jr. (1954-55, 1956), Ph.D. (Rice)
Professor of Computer Science 2740 Montgomery Street
- Harry A. Gallis (1973), M.D. (Duke)
Associate in Medicine and Associate in Microbiology and Immunology 4007 Hillgrand Drive
- John T. Garbutt (1969), M.D. (Temple)
Assistant Professor of Medicine 3836 Churchill Circle
- Miguel Garci-Gomez (1973), Ph.D. (Catholic Univ.)
Associate Professor of Romance Languages 1108 Stonehedge Avenue
- Devendra P. Garg (1972), Ph.D. (New York Univ.)
Professor of Mechanical Engineering 324 Smith Drive
- Charles David Gasswint (1972), Ph.D. (Oklahoma)
Associate in Medical Psychology in the Department of Psychiatry 3603 Mossdale Avenue
- Raymond Gavins (1970), Ph.D. (Virginia)
Assistant Professor of History 2227 Emerson Place
- Peter Gebel (1973), M.D. (Harvard)
Assistant Professor of Medicine 2905 Friendship Road
- Ila H. Gehman (1959), Ed.D. (Pennsylvania State)
Associate Professor of Medical Psychology in the Department of Psychiatry, Lecturer in
Psychology, and Lecturer in Education 2703 Spencer Street
- W. Scott Gehman, Jr. (1954), Ph.D. (Pennsylvania State)
Professor of Psychology in Education 2703 Spencer Street
- John A. Gehweiler (1967), M.D. (Duke)
Associate Professor of Radiology 3551 Hamstead Court
- Janet Gay Gelein (1970), M.S. (Duke)
Assistant Professor of Nursing Route 7, Box 269A
- ⁷⁷Matthew M. Geller (1974), M.A. (California at Berkeley)
Assistant Professor of Computer Science 406 Computation Center
- W. Doyle Gentry (1969), Ph.D. (Florida State)
Associate Professor of Medical Psychology in the Department
Psychiatry, Associate Professor of Medical Psychology in
Orthopaedic Surgery and Lecturer in Psychology 212 Brook Lane

⁷⁴Leave of absence, spring 1975-76.

⁷⁵Sabbatical leave, fall 1975-76.

⁷⁶Leave of absence 1975-76.

⁷⁷Through 8-31-75.

- Rhett Truesdale George, Jr. (1957), Ph.D. (Florida)
Assistant Professor of Electrical Engineering Route 4, Box 431
Hillsborough, N. C.
- Nicholas G. Georgiade (1951), D.D.S., M.D. (Duke)
Professor of Plastic, Maxillofacial, and Oral Surgery 2523 Wrightwood Avenue
- Gerald E. Gerber (1962), Ph.D. (Northwestern)
Associate Professor of English 3115 Stanford Drive
- Susan Gerhart (1973), Ph.D. (Carnegie-Mellon)
Assistant Professor of Computer Science Apartment 42
4100 Five Oaks Drive
- ⁷⁸Duilio Giannitrapani (1972), Ph.D. (Clark)
Associate Professor of Medical Psychology in the Department of Psychiatry 88 Stratford Road
Asheville, N. C.
- Daniel T. Gianturco (1966), M.D. (Buffalo)
Professor of Psychiatry and Assistant Professor of 2925 Friendship Road
Community Health Sciences Chapel Hill, N. C.
- David B. Gilbert (1972), M.D. (Colorado)
Assistant Professor of Medicine 3212 Pinafore Drive
- Terence James Gilbert (1972), M.B. (Sydney Univ., Australia)
Assistant Professor of Anesthesiology Apartment 17-C
200 Seven Oaks Road
- ⁷⁹Harland Raymond Giles (1972), M.D. (Duke)
Associate in Obstetrics and Gynecology 5215 Partridge Street
- Hal G. Gillespie (1971), M.D. (Med. Coll. of South Carolina)
Assistant Professor of Psychiatry 204 Robin Hood Road
Asheville, N. C.
- Nicholas W. Gillham (1968), Ph.D. (Harvard)
Professor of Zoology 1211 Woodburn Road
- Sherwood Githens, Jr. (1962), Ph.D. (North Carolina)
Professor of Education 4427 Chapel Hill Road
- Kenneth E. Glander (1975), Ph.D. (Chicago)
Assistant Professor of Anthropology 2527 Vesson Avenue
- James F. Glenn (1963), M.D. (Duke)
Professor of Urology 27 Oak Drive
- Joseph Leonard Goldner (1950), M.D. (Nebraska)
Professor of Orthopaedic Surgery 602 East Forest Hills Boulevard
- Lowell A. Goldsmith (1973), M.D. (Downstate Med. Center, New York)
Associate Professor of Medicine (Dermatology) 2932 Welcome Drive
- Harold R. Gollberg (1972), M.D. (Texas)
Associate in Psychiatry 73 West Kensington
Asheville, N.C.
- ⁸⁰Geoffrey R. Golner (1974), Ph.D. (Cornell)
Assistant Professor and Research Associate in Physics 1816 Guess Road
- ⁸¹Americo A. Gonzalvo (1974), M.D. (Madrid, Spain)
Assistant Professor of Pathology Apartment 9-B
600-5 LaSalle Street
- Linda R. Gooding (1974), Ph.D. (Cornell)
Associate in Immunology Apartment A-6
3600 Tremont Drive
- Richard A. Goodling (1959), Ph.D. (Pennsylvania State)
Professor of Pastoral Psychology Route 7, Box 308
Farrington Road
- Jack K. Goodrich (1965), M.D. (Tennessee)
Professor of Radiology 2940 Welcome Drive
- ⁸²Craufurd D. Goodwin (1962), Ph.D. (Duke)
Professor of Economics 2256 Cranford Road
- Walter Gordy (1946), Ph.D. (North Carolina), LL.D.
James B. Duke Professor of Physics 2521 Perkins Road
- John A. Goree (1959), M.D. (Duke)
Professor of Radiology Route 7, Box 223A
- Alfred T. Goshaw (1973), Ph.D. (Wisconsin)
Assistant Professor of Physics Hills of New Hope, R.R.#2
Chapel Hill, N. C.
- ⁸³Barry M. Gough (1974), Ph.D. (Kings College, London, England)
Visiting Associate Professor in the Department of History Apartment 15-G
and Research Associate in the Canadian Studies Program 1315 Morreene Road
- ⁸⁴Henry G. Grabowski (1972), Ph.D. (Princeton)
Associate Professor of Economics 2423 Rosewood Court
Chapel Hill, N. C.

⁷⁸Through 9-15-75.

⁷⁹Through 12-31-74

⁸⁰Through 8-31-75.

⁸¹Through 2-1-75.

⁸²Leave of absence, half-time 1975-76.

⁸³Through 12-31-74

⁸⁴Leave of absence, spring 1975-76.

Teresa Graedon (1975), A. M. (Michigan)	2224 Elba Street
<i>Assistant Professor of Anthropology in the School of Nursing</i>	Apartment 4-C
Daniel A. Graham (1969), Ph.D. (Duke)	632 LaSalle Street
<i>Associate Professor of Economics</i>	
Doyle G. Graham (1970), Ph.D. (Duke)	816 Watts Street
<i>Assistant Professor of Pathology</i>	
⁸⁵ Pauline Gratz (1969), Ed.D. (Columbia)	220 Dacian Avenue
<i>Professor of Human Ecology in Nursing</i>	Apartment 17
⁸⁶ Brent L. Gravatt (1973), M.S. (Duke)	2132 Bedford Street
<i>Visiting Assistant Professor of Naval Science</i>	
⁸⁷ Duane Green (1973), Ph.D. (Southern California)	24 West Euclid Parkway
<i>Assistant Professor of Medical Psychology in the</i>	Asheville, N. C.
<i>Department of Psychiatry</i>	
James Clifford Green (1971), M.D. (Illinois)	32 Robin Hood Road
<i>Assistant Professor of Psychiatry</i>	Asheville, N. C.
Robert Lee Green, Jr. (1960), M.D. (Hahnemann)	2300 Whitley Drive
<i>Professor of Psychiatry</i>	
Robert W. Green (1973), Ph.D. (Hawaii)	1610 Sycamore Street
<i>Associate in Experimental Surgery</i>	
Ronald C. Greene (1958), Ph.D. (California Inst. of Tech.)	1014 Norwood Avenue
<i>Associate Professor of Biochemistry</i>	
Joseph C. Greenfield (1962), M.D. (Emory)	1212 Virginia Avenue
<i>Professor of Medicine and Assistant Professor of Physiology</i>	
John R. Gregg (1957), Ph.D. (Princeton)	3702 Randolph Road
<i>Professor of Zoology</i>	218 Vance Street
Robert C. Gregg (1974), Ph.D. (Pennsylvania)	Chapel Hill, N. C.
<i>Assistant Professor of Patristics and Medieval Church History of Divinity</i>	
Jean Flynn Gregory (1973), M.S.W. (Connecticut)	2413 Prince Street
<i>Associate in Psychiatric Social Work in the Department of Psychiatry</i>	
⁸⁸ Eugene Greuling (1948), Ph.D. (Indiana)	2414 Perkins Road
<i>Professor of Physics</i>	611-D Hibbard Drive
James R. Griffin, Jr. (1974), M.S. (Southern California)	Chapel Hill, N. C.
<i>Visiting Assistant Professor of Aerospace Studies</i>	
John Francis Griffith (1969), M.D. (Saskatchewan Univ.)	1415 North Gregson Street
<i>Associate Professor of Pediatrics and Associate Professor of Medicine</i>	
John H. Grimes (1970), M.D. (Northwestern)	3420 Sheridan Drive
<i>Associate Professor of Urology</i>	
Keith Sanford Grimson (1930-42; 1945), M.D. (Rush)	3313 Devon Road
<i>Professor of Surgery</i>	Apartment 3-D
William Neil Grosch (1974), M.D. (Albany)	311 South LaSalle Street
<i>Associate in Psychiatry</i>	
Samson R. Gross (1960), Ph.D. (Columbia)	2411 Prince Street
<i>Professor of Genetics and Biochemistry</i>	405 Lakeshore Lane
Herman Grossman (1971), M.D. (Columbia)	Chapel Hill, N. C.
<i>Professor of Radiology and Professor of Pediatrics</i>	
⁸⁹ Leslie Clemens Gruen (1974), Ph.D. (Univ. of Melbourne)	2709 Montgomery Street
<i>Visiting Assistant Professor of Biochemistry</i>	
Kazimierz Grzybowski (1967), S.J.D. (Harvard)	2605 University Drive
<i>Professor of Political Science and Part-time Professor in the Law School</i>	
Walter R. Guild (1960), Ph.D. (Yale)	2625 McDowell Street
<i>Professor of Biophysics</i>	
Robert B. Gunn (1971), M.D. (Harvard)	3463 Cromwell Road
<i>Assistant Professor of Physiology and Pharmacology</i>	
J. Caulie Gunnells (1962), M.D. (South Carolina)	3317 Devon Road
<i>Professor of Medicine</i>	
Allan Gut (1975), Ph.D. (Uppsala Univ., Sweden)	2956 Friendship Road
<i>Visiting Associate Professor of Mathematics</i>	123 Crescent Drive
John Gutknecht (1969), Ph.D. (North Carolina)	Beaufort, N. C.
<i>Associate Professor of Physiology and Pharmacology</i>	

⁸⁵Sabbatical leave, spring 1975-76.

⁸⁶Through 5-17-75.

⁸⁷Through 6-30-75.

⁸⁸Deceased 4-16-75.

⁸⁹Through 6-30-75.

William F. Gutknecht (1971), Ph.D. (Purdue) <i>Assistant Professor of Chemistry</i>	Apartment 83B 3022 Chapel Hill Road
Laura E. T. Gutman (1972), M.D. (Stanford) <i>Assistant Professor of Pediatrics and Assistant Professor of Pharmacology</i>	2403 Wrightwood Avenue
Robert A. Gutman (1971), M.D. (Florida) <i>Associate Professor of Medicine</i>	2403 Wrightwood Avenue
Norman Guttman (1951), Ph.D. (Indiana) <i>Professor of Psychology</i>	201 West Woodridge Drive
Robert L. Habig (1969), Ph.D. (Purdue) <i>Assistant Professor of Clinical Biochemistry</i>	722 Duluth Street
Donald B. Hackel (1960), M.D. (Harvard) <i>Professor of Pathology</i>	4018 Bristol Road
Herbert Hacker, Jr. (1965), Ph.D. (Michigan) <i>Associate Professor of Electrical Engineering</i>	2739 Montgomery Street
Per-Otto Hagen (1970), F.H.W.C. (Watt, Edinburgh, Scotland) <i>Associate Professor of Experimental Surgery and Adjunct Assistant Professor of Biochemistry</i>	1129 Little Creek Road
Allen S. Hall (1973), Ph.D. (Ohio State Univ.) <i>Assistant Professor of Speech and Hearing Pathology, Department of Surgery</i>	2112 Broad Street
Dwight Hubert Hall (1968), Ph.D. (Purdue) <i>Adjunct Assistant Professor of Biochemistry</i>	3816 Hillgrand Drive
Hugh Marshall Hall (1952), Ph.D. (Texas) <i>Professor of Political Science</i>	613 Swift Avenue
James E. Hall (1974), Ph.D. (California at Riverside) <i>Assistant Professor of Physiology</i>	28 Lebanon Circle Apartment M-7
Joanne E. Hall (1972), M.S. (Ohio State Univ.) <i>Associate Professor of Nursing</i>	2800 Croasdaile Drive
Kenneth D. Hall (1958), M.D. (Duke) <i>Professor of Anesthesiology</i>	2715 Montgomery Street Box 6636 College Station
⁴⁰ Louise Hall (1931), Ph.D. (Radcliffe) <i>Professor of Architecture</i>	
William C. Hall (1970), Ph.D. (Duke) <i>Associate Professor of Anatomy and Associate Professor of Psychology</i>	129 Pinecrest Road
John Hamilton Hallowell (1942), Ph.D. (Princeton), Litt.D. <i>James B. Duke Professor of Political Science</i>	3606 Darwin Road 40 Park Avenue, 19-D New York, New York
Iain Hamilton (1962), B.M. (London) <i>Mary Duke Biddle Professor of Music</i>	
John D. Hamilton (1967), M.D. (Colorado) <i>Assistant Professor of Medicine</i>	3300 East Oak Drive
Elliott Bryan Hammett (1973), M.D. (Duke) <i>Associate in Psychiatry</i>	3327 Hope Valley Road
Charles B. Hammond (1968), M.D. (Duke) <i>Associate Professor of Obstetrics and Gynecology</i>	2827 McDowell Road
William E. Hammond (1968), Ph.D. (Duke) <i>Associate Professor of Community Health Sciences and Assistant Professor of Biomedical Engineering</i>	4000 Forrestdale Drive
Moo Young Han (1967), Ph.D. (Rochester) <i>Associate Professor of Physics</i>	615 Duluth Street
⁴¹ Philip Handler (1939), Ph.D. (Illinois) <i>James B. Duke Professor of Biochemistry and Nutrition</i>	2700 Virginia Avenue Washington, D.C.
Stuart Handwerker (1971), M.D. (Maryland) <i>Assistant Professor of Pediatrics and Assistant Professor of Physiology and Pharmacology</i>	2951 Friendship Road Apartment 28-F 1315 Morreene Road
John Kennedy Hanks (1954), M.A. (Columbia) <i>Professor of Music and Lecturer in Church Music</i>	
Charles M. Harman (1961), Ph.D. (Wisconsin) <i>Professor of Mechanical Engineering</i>	2620 McDowell Street
Merel M. Harmel (1971), M.D. (Johns Hopkins) <i>Professor of Anesthesiology</i>	3434 Rugby Road Route 1, Box 140-A Bahama, N.C.
John M. Harrelson (1973), M.D. (Duke) <i>Assistant Professor of Orthopaedics and Associate in Pathology</i>	

⁴⁰ Retired 8-31-75.

⁴¹ Leave of absence 7-1-69 through 6-30-79.

- ^{*2}Philip D. Harriman (1968), Ph.D. (California at Berkeley)
Assistant Professor of Biochemistry 2713 Stuart Drive
- Cecil Craig Harris (1967), M.S. (Tennessee)
Associate Professor of Radiology 2910 Welcome Drive
- Harold Joseph Harris (1960), M.D. (Long Island Coll. of Medicine)
Associate Professor of Psychiatry and Assistant Professor of Pediatrics 2628 McDowell Street
- Jerome Sylvan Harris (1936), M.D. (Harvard)
J. Buren Sidbury Professor of Pediatrics and Professor of Biochemistry Route 2, Box 427-AA
- Robert H. Harris, Jr. (1974), M.D. (Med. Coll. of Georgia)
Assistant Professor of Medicine Pleasant Green Road
- ^{*3}Carl W. Hartman (1974), M.D. (State Univ. of New York)
Associate in Medicine 237 Argonne Drive
- Gerald W. Hartwig (1970), Ph.D. (Indiana)
Associate Professor of History 2409 Sparwood Drive
- William John Harvey (1961), M.A. (North Carolina)
Assistant Professor of Physical Education 3324 Rolling Hill Road
- ^{*4}George Corbin Harwell (1935), Ph.D. (Duke)
Associate Professor of English 5118 Russell Road
- Albert E. Hathaway (1970), M.D. (Hahnemann)
Associate in Community Health Sciences 2115 Wilson Street
- Clark C. Havighurst (1964), J.D. (Northwestern)
Professor of Law and Professor of Community Health Sciences 711 Staley Drive
- Thomas Havrilesky (1969), Ph.D. (Illinois)
Associate Professor of Economics Raleigh, N. C.
- David Miller Hawkins (1972), M.D. (Duke)
Assistant Professor of Psychiatry 3610 Dover Road
- Hal K. Hawkins (1973), M.D. (Duke)
Assistant Professor of Pathology 1508 Alabama Avenue
- Willis D. Hawley (1972), Ph.D. (California at Berkeley)
Associate Professor of Policy Sciences and Political Science Route 7, Box 195
- Morris L. Hayes (1975), M.S. (Rensselaer Polytechnic Institute)
Professor of Naval Science 2340 Anthony Drive
- Henry Hellmers (1965), Ph.D. (California at Berkeley)
Professor of Botany and Professor of Forestry 1917 South Lakeshore Drive
- Franklin G. Hempel (1973), Ph.D. (Texas)
Assistant Professor of Pathology Chapel Hill, N. C.
- ^{*5}Robert W. Henkens (1968), Ph.D. (Yale)
Associate Professor of Chemistry 4124 Cobblestone Drive
- James Donald Henry (1960), M.M. (Indiana)
Assistant Professor of Music 1646 Marion Avenue
- Stuart C. Henry (1959), Ph.D. (Duke)
Professor of American Christianity 1410 Acadia Street
- Duncan Heron, Jr. (1950), Ph.D. (North Carolina)
Professor of Geology 2116 Pershing Street
- Frederick L. Herzog (1960), Th.D. (Princeton)
Professor of Systematic Theology 311 West Delafield Street
- Donna Hewitt (1973), M.Nurs. (South Carolina)
Assistant Professor of Nursing K-1-A Duke University Apts.
- Siegfried Heyden (1966), M.D. (Univ. of Berlin)
Professor of Community Health Sciences 4425 Kerley Road
- Albert Heyman (1953), M.D. (Maryland)
Professor of Medicine 2936 Chapel Hill Road
- Dorothy K. Heyman (1971), M.S.W. (Pennsylvania)
Assistant Professor of Psychiatric Social Work 106 Woodridge Drive
- Jacqueline Hijmans (1965), M.D. (State Univ., Leiden, Holland)
Assistant Professor of Medicine and Instructor in Physiology 2729 Montgomery Street
- Gale B. Hill (1967), Ph.D. (Duke)
Assistant Professor of Obstetrics and Gynecology and 1216 Woodburn Road
- Robert L. Hill (1961), Ph.D. (Kansas)
James B. Duke Professor of Biochemistry 1216 Woodburn Road
- Route 2, Box 512
 2510 Perkins Road

^{*2}Through 8-31-75

^{*3}Through 6-30-75

^{*4}Sabbatical leave, spring 1975-76.

^{*5}Sabbatical leave, fall 1975-76.

- Frederick R. Hine (1958), M.D. (Yale)
Professor of Psychiatry 2317 Prince Street
- Charles Hirschman (1972), Ph.D. (Wisconsin)
Assistant Professor of Sociology 1810 Glendale Avenue
- ⁹⁶Richard D. Hobbet (1968), J.D. (Iowa)
Professor of Law 2740 Spencer Street
- Marcus Edwin Hobbs (1935), Ph.D. (Duke)
Professor of Chemistry 115 Pinecrest Road
- Richard Earl Hodel (1965), Ph.D. (Duke)
Associate Professor of Mathematics 2729 Circle Drive
- Carol Clarke Hogue (1963), M.S.N. (Duke), Ph.D. (North Carolina at Chapel Hill)
*Associate Professor of Nursing and Assistant Professor of
 Community Health Sciences* 2913 Welcome Drive
- Irving Brinton Holley, Jr. (1947), Ph.D. (Yale)
Professor of History 2506 Wrightwood Avenue
- Frederic B. M. Hollyday (1956), Ph.D. (Duke)
Professor of History 1824 Forest Road
- Edward W. Holmes (1973), M.D. (Pennsylvania)
Assistant Professor of Medicine and Assistant Professor of Biochemistry 2701 Augusta Drive
- Ole R. Holsti (1974), Ph.D. (Stanford)
George V. Allen Professor of Political Science 3425 Sheridan Drive
- Donald Hooper (1975), M.D. (Jefferson Med. Coll.)
Associate in Anesthesiology 3526 Hamstead Court
- ⁹⁷Everett Harold Hopkins (1961), A.M. (Pennsylvania), LL.D.
Professor of Education 1520 Pinecrest Road
- Grace C. Horton (1969), B.S. (Albright)
Assistant Professor of Physical Therapy 8 Greenfield Court
 Apartment 3
- Theresa Elizabeth Horton (1964), M.S.N.E. (Pittsburgh)
Associate Professor of Nursing 810 Clarendon Street
- ⁹⁸Harold M. Horwitz (1975), M.D. (Tufts)
Associate in Medicine 530 Marshall Way
 Colony Woods, Apartment L-21
 Chapel Hill, N. C.
- Jerry F. Hough (1973), Ph.D. (Harvard)
Professor of Political Science and Policy Sciences
- Jeffrey L. Hout (1975), M.D. (Baylor)
Assistant Professor of Psychiatry 4533 Hunter's Ridge Trail
- James S. House (1970), Ph.D. (Michigan)
Associate Professor of Sociology 1608 Delaware Avenue
- Emma J. Howard (1974), M.S. (North Carolina at Greensboro)
Instructor in Physical Education 112 Leon Street
 Apartment 2-H
- ⁹⁹Shyuan Hsia (1973), Ph.D. (Washington Univ.)
Associate in Immunology 2724 Middleton Street
- Andrew T. Huang (1971), M.D. (Med. Coll. of National Taiwan Univ.)
Assistant Professor of Medicine 223-B Route 7
- William R. Hudson (1961), M.D. (Bowman Gray)
Professor of Otolaryngology 504 Compton Place
- ¹⁰⁰Alexander Hull (1962), Ph.D. (Washington)
Associate Professor of Romance Languages 2318 Prince Street
- Patricia Ann Humphrey (1972), M.P.H. (North Carolina at Chapel Hill)
Assistant Professor of Nursing 1606 University Drive
- Allan S. Hurlburt (1956), Ph.D. (Cornell)
Professor of Education 112 North Buchanan Boulevard
- ¹⁰¹Alfred L. Hurwitz (1974), M.D. (Harvard)
Assistant Professor of Medicine 1016 Stonehedge Road
- Mary Martin Huse (1959), Ph.D. (Duke)
*Assistant Professor of Medical Psychology in
 Department of Psychiatry and Lecturer in Psychology* Route 7, Box 270
 Ephesus Church Road
- William L. Hylander (1971), Ph.D. (Chicago)
*Associate Professor of Anatomy and Associate
 Professor of Anthropology* 2806 Legion Avenue

⁹⁶Sabbatical leave 1975-76.

⁹⁷Sabbatical leave, fall 1975-76.

⁹⁸Through 6-30-75.

⁹⁹Leave of absence 7-1-74 through 6-30-75.

¹⁰⁰Sabbatical leave, spring 1975-76.

¹⁰¹Through 6-30-75.

O. Kelly Ingram (1959), B.D. (Duke)	
<i>Professor of Parish Ministry</i>	2728 Sevier Street
Ryotaro Ishizaki (1974), Ph.D. (Tokyo)	
<i>Associate in Surgery</i>	209 Landsbury Drive
Donald C. Jackson (1973), M.B., Ch.B. (Univ. of Sheffield, England)	Route 8, Box 398
<i>Associate Professor of Radiology</i>	Infinity Road
Ethel R. Jackson (1974), B.S. (Bennett Coll.)	101 Woodcrest Drive
<i>Associate in Community Health Sciences</i>	Chapel Hill, N. C.
Jacquelyne J. Jackson (1968), Ph.D. (Ohio)	
<i>Associate Professor of Medical Sociology in the</i>	
<i>Department of Psychiatry</i>	2910 Kanewood Drive
Wallace Jackson (1965), Ph.D. (Pennsylvania)	
<i>Associate Professor of English</i>	1310 Kent Street
Boi Jon Jaeger (1972), Ph.D. (Duke)	
<i>Associate Professor of Health Administration</i>	3919 Saint Marks Road
John A. Jarrell Jr. (1972), M.D. (Johns Hopkins)	
<i>Assistant Professor of Anesthesiology</i>	2924 Buckingham Road
¹⁰² Hugo Osvaldo Jauregui (1970), Ph.D. (Duke)	
<i>Assistant Professor of Pathology</i>	5242 Summit Ridge
Peter Walter Jeffs (1964), Ph.D. (Natal)	
<i>Professor of Chemistry</i>	3209 Cromwell Road
Frederick R. Jelovsek (1975), M.D. (Michigan)	
<i>Assistant Professor of Obstetrics and Gynecology and</i>	
<i>Assistant Professor of Community Health Sciences</i>	3004 Harriman Road
Marianna Duncan Jenkins (1948), Ph.D. (Bryn Mawr)	Apartment 12
<i>Professor of Art</i>	2132 Bedford Street
Robert B. Jennings (1975), M.D. (Northwestern)	
<i>Professor of Pathology</i>	2818 Chelsea Circle
Bronislar de Leval Jezierski (1958), Ph.D. (Harvard)	
<i>Associate Professor of Slavic Languages and Literatures</i>	1600 Anderson Street
John P. Jiminez (1965), M.D. (Med. Coll. of Virginia)	
<i>Associate Professor of Radiology</i>	1604 Woodburn Road
Frans F. Jöbsis (1964), Ph.D. (Michigan)	
<i>Professor of Physiology</i>	1542 Hermitage Court
Frederick Charles Joerg (1947), M.B.A. (Harvard)	
<i>Professor of Management Sciences and Professor</i>	
<i>of Forest Management</i>	2424 Wrightwood Avenue
Sheridan Waite Johns III (1970), Ph.D. (Harvard)	
<i>Associate Professor of Political Science</i>	3219 Waterbury
Armead H. Johnson (1974), Ph.D. (Baylor)	Apartment G-3
<i>Associate in Immunology</i>	3600 Tremont Drive
Charles Johnson (1970), M.D. (Howard)	
<i>Associate Professor of Medicine</i>	1026 Jerome Road
Charles B. Johnson (1956), Ed.D. (Duke)	
<i>Associate Professor of Education</i>	2714 McDowell Street
Edward Anthony Johnson (1963), M.D. (Univ. of Sheffield, England)	106 Ridge Trail
<i>Professor of Physiology and Pharmacology</i>	Chapel Hill, N. C.
Kurt E. Johnson (1971), Ph.D. (Yale)	
<i>Assistant Professor of Anatomy</i>	1026 Monmouth Avenue
Michael L. Johnson (1973), M.D. (Colorado)	
<i>Associate in Radiology and Associate in Medicine</i>	4003 Hillgrand Drive
Terry Walter Johnson, Jr. (1954), Ph.D. (Michigan)	
<i>Professor of Botany</i>	2408 Prince Street
Irwin Johnsrude (1966), M.D. (Manitoba)	
<i>Associate Professor of Radiology</i>	2702 Spencer Street
William Webb Johnston (1963), M.D. (Duke)	
<i>Professor of Pathology</i>	1608 University Drive
William T. Joines (1966), Ph.D. (Duke)	
<i>Associate Professor of Electrical Engineering</i>	4010 Deepwood Circle
Wolfgang Karl Joklik (1968), Ph.D. (Oxford)	
<i>James B. Duke Professor of Microbiology and Immunology</i>	3613 Hathaway Road
Barney L. Jones (1956), Ph.D. (Duke)	
<i>Professor of Religion</i>	2622 Pickett Road

¹⁰²Through 5-31-75.

Buford Jones (1962), Ph.D. (Harvard) <i>Associate Professor of English</i>	1106 West Knox Street
Edward Ellsworth Jones (1953), Ph.D. (Harvard) <i>Professor of Psychology</i>	2738 Sevier Street
James David Jones (1963), M.D. (Duke) <i>Associate Professor of Psychiatry and Assistant Professor of Pediatrics</i>	3851 Somerset Drive
Rayford Scott Jones (1971), M.D. (Texas) <i>Associate Professor of Surgery and Assistant Professor of Physiology and Pharmacology</i>	Route 1, Box 44 Creedmoor, N. C.
Robert H. Jones (1975), M.D. (Johns Hopkins) <i>Assistant Professor of Surgery</i>	4306 Randall Road
James Kalat (1971), Ph.D. (Pennsylvania) <i>Assistant Professor of Psychology</i>	1404 Vickers Avenue
Henry Kamin (1948), Ph.D. (Duke) <i>Professor of Biochemistry</i>	2417 Perkins Road
William J. Kane (1974), M.D. (Temple) <i>Assistant Professor of Community Health Sciences</i>	5 Breton Place
Joannes H. Karis (1975), M.D. (State Univ. of Utrecht, Holland) <i>Professor of Anesthesiology</i>	3923 Saint Marks Road
¹⁰³ Henry J. Katz (1967), M.A.T. (Duke) <i>Assistant Professor of Mathematics</i>	1118 Woodburn Road
Samuel Lawrence Katz (1968), M.D. (Harvard) <i>Wilbert C. Davison Professor of Pediatrics</i>	Route 2, Piney Mountain Road Chapel Hill, N. C.
William G. Katzenmeyer (1967), Ed.D. (Duke) <i>Professor of Education</i>	2818 McDowell Road
Bernard Kaufman (1968), Ph.D. (Indiana) <i>Associate Professor of Biochemistry</i>	2900 Arnold Road
Jane S. Kaufman (1973), M.S. (Ohio State Univ.) <i>Assistant Professor of Nursing</i>	118 Landsbury Drive
¹⁰⁴ Igor I. Kavass (1972), LL.B. (Univ. of Melbourne) <i>Professor of Law</i>	2645 Umstead Road
Richard F. Kay (1973), Ph.D. (Yale) <i>Assistant Professor of Anatomy</i>	1006 West Trinity Avenue
Charles Rush Keith (1963), M.D. (Kansas) <i>Associate Professor of Psychiatry</i>	Route 4, Box 407 Chapel Hill, N. C.
¹⁰⁵ Thomas F. Keller (1959), Ph.D. (Michigan) <i>R. J. Reynolds Industries Professor of Business Administration</i>	1024 West Markham Avenue
Allen Charles Kelley (1972), Ph.D. (Stanford) <i>Professor of Economics</i>	4607 Chicopee Trail
¹⁰⁶ William Nimmons Kelley (1968), M.D. (Emory) <i>Professor of Medicine and Associate Professor of Biochemistry</i>	3500 Donnigale Avenue
Douglas G. Kelling, Jr. (1975), M.D. (Harvard) <i>Associate in Medicine</i>	4011 Deepwood Circle
Frederick M. Kelvin (1975), M.B. (London) <i>Assistant Professor of Radiology</i>	1106 The Oaks Apartments Chapel Hill, N. C.
Patrick Dan Kenan (1965-74, 1975) M.D. (Duke) <i>Associate Professor of Otolaryngology in the Department of Surgery</i>	804 Anderson Street
¹⁰⁷ Van Leslie Kenyon, Jr. (1945), M.M.E. (Delaware) <i>Professor of Mechanical Engineering</i>	Route 2, Box 23-B Hillsborough, N. C.
Grace Patridge Kerby (1947), M.D. (Duke) <i>Professor of Medicine</i>	1108 Wells Street
Alan C. Kerckhoff (1958), Ph.D. (Wisconsin) <i>Professor of Sociology</i>	1511 Pinecrest Road
Robert B. Kerr (1965), Ph.D. (Johns Hopkins) <i>Professor of Electrical Engineering</i>	2220 Elmwood Avenue
Marlyne Kilbey (1973), Ph.D. (Houston) <i>Assistant Professor of Medical Psychology in the Department of Psychiatry and Lecturer in Psychology</i>	2115 Woodrow Street

¹⁰³Leave of absence, spring 1975-76.

¹⁰⁴Through 3-31-75.

¹⁰⁵Sabbatical leave 6-15-75 through 11-15-75.

¹⁰⁶Leave of absence 9-1-74 through 6-30-75, through 7-31-75

¹⁰⁷Sabbatical leave, fall 1975-76.

- ¹⁰⁸William D. Kilbourn (1974), LL.B. (Columbia)
Visiting Professor of Law 2529 Perkins Road
- Paul G. Killenberg (1972), M.D. (Pennsylvania)
Assistant Professor of Medicine 2914 Friendship Drive
- Sung-Hou Kim (1970), Ph.D. (Pittsburgh)
Associate Professor of Biochemistry 604 Starmont Drive
- Burton B. King (1967), M.A. (Northwestern)
*Associate in Audiology in the Division of
Otolaryngology in the Department of Surgery* 5101 Peppercorn Street
- Thomas DeArman Kinney (1960), M.D. (Duke)
*R. J. Reynolds Industries Professor of Medical Education
and Professor of Pathology* 3120 Devon Road
- ¹⁰⁹Ralph Gary Kirk (1970), Ph.D. (Yale)
Assistant Professor of Physiology 4155 Deepwood Circle
- ¹¹⁰Warren Kirkendale (1967), Dr.Phil. (Vienna)
Professor of Musicology 2422 Tryon Road
- Mary Kirkpatrick (1973), M.Nurs. (Washington)
Assistant Professor of Nursing 1103 Harvey Street
Raleigh, N. C.
- Norman Kirshner (1956), Ph.D. (Pennsylvania State)
Professor of Biochemistry and Professor of Experimental Surgery 2524 Wrightwood Avenue
- Paul M. Kirwin (1969), Ph.D. (Texas)
Associate in Medical Psychology in the Department of Psychiatry 3109 Eubanks Road
- Joseph Andrew Kisslo (1974), M.D. (Hahnemann Med. Coll.)
Assistant Professor of Medicine 3701 St. Marks Road
- Joseph Weston Kitchen, Jr. (1962), Ph.D. (Harvard)
Associate Professor of Mathematics 1600 Delaware Avenue
- ¹¹¹Joseph E. Klause (1972), M.S. (George Washington)
Professor of Naval Science 5851 Sandstone Drive
- Dolph Klein (1974), Ph.D. (Rutgers)
Associate Professor of Microbiology Apartment G-06
3525 Mayfair Street
- Fritz Klein (1973), Ph.D. (Duke)
Associate in the Department of Anesthesiology 1008 Norwood Avenue
- Gordon K. Klintworth (1964), Ph.D. (Univ. of Witwatersrand, South Africa)
Professor of Pathology 2718 Spencer Street
Route 1, Box 184
- ¹¹²Peter H. Klopfer (1958), Ph.D. (Yale)
Professor of Zoology Tierreich Farm
- Conrad Merton Knight (1961), B.S. (Norwich)
Associate in Radiology Route 2, Hudson Road
Chapel Hill, N. C.
- Kenneth R. Knoerr (1961), Ph.D. (Yale)
Professor of Forest Meterology and Associate Professor of Biometerology 1608 Woodburn Road
- ¹¹³Lt. Col. Frederick W. Knops, Jr. (1971), M.S. (Rensselaer Polytechnic Inst.)
Professor of Aerospace Studies 7 Tarra Place
- ¹¹⁴Michael Ray Knowles (1974), M.D. (North Carolina)
Associate in Medicine 2710 Sarah Avenue
- Yi-Hong Kong (1967), M.D. (National Defene Medical Center, Taipei, Taiwan)
Associate Professor of Medicine 2814 DeKalb Street
- J. Mailen Kootsey (1971), Ph.D. (Brown)
Adjunct Assistant Professor of Physiology 1610 Sycamore Street
- Allan Kornberg (1965), Ph.D. (Michigan)
Professor of Political Science 23 Scott Place
- Wesley Kort (1965), Ph.D. (Chicago)
Associate Professor of Religion 3514 Winding Way
- David Kraines (1970), Ph.D. (California at Berkeley)
Associate Professor of Mathematics 1720 Duke University Road
- Richard Spencer Kramer (1972), M.D. (Duke)
Associate in Neurosurgery 1531 Hermitage Court
- Deborah W. Kredich (1971), M.D. (Michigan)
Associate in Pediatrics 57 Kimberly Drive

¹⁰⁸Through 8-31-75

¹⁰⁹Through 9-30-75.

¹¹⁰Leave of absence 1975-76.

¹¹¹Through 5-31-75.

¹¹²Sabbatical leave, spring 1975-76.

¹¹³Through 7-31-75.

¹¹⁴Through 6-30-75

- Nicholas M. Kredich (1968), M.D. (Michigan)
Associate Professor of Medicine and Assistant Professor
of Biochemistry 57 Kimberly Drive
- Irwin Kremen (1963), Ph.D. (Harvard)
Assistant Professor of Psychology 216 Forestwood Drive
- ¹¹⁵William B. Kremer (1966), M.D. (Upstate Med. School, New York)
Associate Professor of Medicine 2802 Legion Avenue
- Juanita M. Kreps (1955), Ph.D. (Duke)
James B. Duke Professor of Economics 1407 West Pettigrew Street
- ¹¹⁶Jonathan H. Kress (1972), B.A. (Harvard)
Instructor in Anthropology
- William R. Krigbaum (1952), Ph.D. (Illinois), D.Sc.
James B. Duke Professor of Chemistry 2504 Wilson Street
- Arthur F. Kriner (1973), M.D. (Hahnemann Med. Coll.)
Assistant Professor of Radiology 4144 Deepwood Circle
- Ronald P. Krueger (1969), M.D. (Duke)
Assistant Professor of Pediatrics and
Assistant Professor of Urology 1200 Anderson Street
- Magnus Jan Krynski (1969), Ph.D. (Columbia)
Professor of Slavic Languages and Literature 1004 West Markham Avenue
- Arthur J. Kuhn (1971), Ph.D. (California at Berkeley)
Assistant Professor of Business Administration 1317 Norton Street
- Richard A. Kunst (1975), M.A. (California at Berkeley)
Instructor in History Apartment 25-F
2752 Middleton Street
- LuVern H. Kunze (1973), Ph.D. (Iowa)
Professor of Hearing and Speech Pathology, Department of Surgery 2707 Tryon Road
- J. Peter Kusel (1973), Ph.D. (St. Louis Univ.)
Assistant Professor of Radiology 3519 Winding Way
- Johannes A. Kylstra (1965), Ph.D. (Univ. of Leiden)
Professor of Medicine and Associate Professor of Physiology 2924 Friendship Road
- Weston LaBarre (1946), Ph.D. (Yale)
James B. Duke Professor of Anthropology Route 1
Mt. Sinai Road
- Leon Lack (1965), Ph.D. (Columbia)
Professor of Pharmacology 2936 Welcome Drive
- Creighton Lacy (1953), B.D., Ph.D. (Yale)
Professor of World Christianity 2714 Dogwood Road
- Martin Lakin (1958), Ph.D. (Chicago)
Professor of Medical Psychology in Department of
Psychiatry and Professor of Psychology 2709 McDowell Street
- ¹¹⁷Celia Lamper (1971) M.S.N. (Duke)
Assistant Professor of Nursing 1816 Guess Road
- Richard Landeira (1970), Ph.D. (Indiana)
Assistant Professor of Romance Languages 14 Forest Ridge Road
- Maurice B. Landers III (1969), M.D. (Michigan)
Associate Professor of Ophthalmology 2965 Friendship Road
- David J. Lang (1968), M.D. (Harvard)
Professor of Pediatrics and Assistant
Professor of Virology Route 3, Box 440
- David L. Lange (1971), LL.B. (Illinois)
Professor of Law 42-G Stratford Hills Apartments
Chapel Hill, N. C.
- Thomas A. Langford (1956), B.D., Ph.D. (Duke)
Professor of Systematic Theology 2002 Dartmouth Drive
- Alphonse J. Langlois (1973), Ph.D. (Duke)
Assistant Clinical Professor of Experimental Surgery 1720 Vista Street
- Charles F. Lanning (1973), M.D. (Kansas)
Assistant Professor of Anesthesiology 3903 Saint Marks Road
- ¹¹⁸Arthur Larson (1958), D.C.L. (Oxford)
James B. Duke Professor of Law 1 Learned Place
- John Laszlo (1960), M.D. (Harvard)
Professor of Medicine Route 1, Box 266
Cornwallis Road

¹¹⁵Through 8-16-75.

¹¹⁶Through 8-31-75.

¹¹⁷Through 8-31-75.

¹¹⁸Sabbatical leave, spring 1975-76.

- Peter Lauf (1968), M.D. (Univ. of Freiburg)
Associate Professor of Physiology and Assistant
Professor of Immunology 3535 Hamstead Court
814 Churchill
Chapel Hill, N. C.
- ¹¹⁴Dan J. Laughhunn (1968-69; 1972), D.B.A. (Illinois)
Professor of Business Administration and Management Sciences 329 Cobblestone Court
Chapel Hill, N. C.
- Mariann Lavacca (1975), M.A. (New York Univ.)
Assistant Professor of Nursing 70 Estes Park Apartment
Carrboro, N. C.
- ¹²⁰John V. Lavigne (1974), Ph.D. (Texas)
Associate in Medical Psychology in the Department of Psychiatry 129 Forest Road
Raleigh, N. C.
- August R. Lawrence (1974), M.A.T. (Duke)
Instructor in Mathematics
- ¹²¹Bruce B. Lawrence (1971), Ph.D. (Yale)
Associate Professor of Religion 2702 Stuart Drive
- Dewey T. Lawson (1974), Ph.D. (Duke)
Assistant Professor and Research Associate in Physics 1413 North Mangum Street
- Gerald S. Lazarus (1975), M.D. (George Washington)
Professor of Medicine 21 Heath Place
- ¹²²Richard H. Leach (1955), Ph.D. (Princeton)
Professor of Political Science and Lecturer in Education 1313 Woodburn Road
- John LeBar (1965), Ed.D. (Duke)
Assistant Professor of Physical Education 1 Winthrop Court
- Harold E. Lebovitz (1962), M.D. (Pittsburgh)
Professor of Medicine and Assistant Professor of Physiology 1847 Woodburn Road
- Frank R. Lecocq (1975), M.D. (Illinois)
Associate Professor of Medicine 4306 Nottaway Road
- Kerry L. Lee (1974), M.S. (Stanford)
Assistant Professor of Community Health Sciences Route 4, Rollingwood
Chapel Hill, N. C.
- Jack A. Lees (1971), Ph.D. (Chicago)
Assistant Professor of Mathematics 2216 Elba Street
- Robert J. Lefkowitz (1973), M.D. (Columbia)
Assistant Professor of Medicine 3539 Hamstead Court
- Jonathan P. Leis (1974), Ph.D. (Cornell)
Assistant Professor of Surgery and Assistant Professor of Virology
in the Department of Microbiology and Immunology Apartment B
229 Rippling Stream Road
- John C. LeMay (1961), D.V.M. (Georgia)
Professor of Laboratory Animal Services Route 8, Box 347
Goodwin Road
- Warren Lerner (1961), Ph.D. (Columbia)
Professor of History 2948 Friendship Road
- Allan J. Lester (1975), M.B. (Otago Med. Sch., New Zealand)
Associate in Community Health Sciences 123 West Queen Street
Hillsborough, N. C.
- Richard G. Lester (1965), M.D. (Columbia)
Professor of Radiology 2703 Montgomery Avenue
- ¹²³Adolf A. Lev (1975), Higher Graduate from the S. M. Kirov Order
of Lenin Military-Medical Academy P. O. Box 3709
- Visiting Professor of Physiology and Pharmacology 510 East Rosemary Street
Chapel Hill, N. C.
- Betsy Levin (1973), LL.B. (Yale)
Associate Professor of Law
- Alan S. Levy (1973), Ph.D. (Columbia)
Assistant Professor of Psychology 48-B Colonial Apartments
- Nelson L. Levy (1973), Ph.D. (Duke), M.D. (Columbia)
Assistant Professor of Immunology Apartment 93-D
3022 Chapel Hill Road
- ¹²⁴Wilbur G. Lewellen (1974), Ph.D. (Massachusetts Inst. of Tech.)
Professor of Business Administration 1106 Willow Drive
Chapel Hill, N. C.
- Arie Y. Lewin (1974), Ph.D. (Carnegie-Mellon)
Professor of Business Administration Cedar Falls Road
Chapel Hill, N. C.
- H. Gregg Lewis (1975), Ph.D. (Chicago)
Professor of Economics Route 5, Wolf's Pond
Chapel Hill, N. C.
- Harold Walter Lewis (1946), Ph.D. (Duke)
Professor of Physics 1708 Woodburn Road

¹¹⁴Through 8-31-75.

¹²⁰Through 7-31-75.

¹²¹Leave of absence 1975-76.

¹²²Sabbatical leave, fall 1975-76.

¹²³Through 10-15-75.

¹²⁴Through 12-31-74.

- ¹²⁵Chen Fah Lian (1974), M.D. (Cambridge)
Assistant Professor of Radiology 2929 Buckingham Road
Herman I. Libshitz (1974), M.D. (Hahnemann Med. Coll.)
Associate Professor of Radiology 1614 Pincrest Road
Sara Lichtenstein (1974), Ph.D. (Univ. of London)
Assistant Professor of Art 1011½ Monmouth Avenue
Kay L. Lichy (1975), M.S. (Ohio State)
Instructor in Nursing 816 Broad Street
Melvyn Lieberman (1968), Ph.D. (State Univ. of New York, Downstate Med. Center)
Associate Professor of Physiology 1110 Woodburn Road
¹²⁶John L. Lievsay (1962), Ph.D. (Washington)
James B. Duke Professor of English 2725 Montgomery Street
L. Sigfred Linderöth (1965), M.S. (Iowa State)
Professor of Mechanical Engineering 2220 Whitley Drive
¹²⁷John M. Lindley (1974), Ph.D. (Duke)
Lecturer in History 2610 University Drive
Markku Linnoila (1975), M.D. (Helsinki)
Assistant Professor of Psychiatry 3111 Sherbon Drive
Joseph Lipscomb, Jr. (1974), B.A. (Vanderbilt)
Assistant Professor of Policy Sciences and Economics 1515 Hermitage Court
Warren N. Lipscomb, (1974), B.S. (Texas)
Visiting Assistant Professor of Naval Science 3914 Wynford Drive
Paul Lisowski (1974), Ph.D. (Duke)
Assistant Professor and Research Associate in Physics 110 Temple Lane
Barbara Lister-Sink (1975), A.B. (Smith College)
Visiting Lecturer in Music Apartment 2
500 Watts Street
Charles Harris Livengood, Jr. (1946), LL.B. (Harvard)
Professor of Law 2804 Chelsea Circle
Daniel A. Livingstone (1956), Ph.D. (Yale)
Professor of Zoology 2827 Ridge Road
Charles E. Llewellyn, Jr. (1955), M.D. (Med. Coll. of Virginia)
Associate Professor of Psychiatry 3550 Hamstead Court
Jane Marie Lloyd (1961), M.A. (North Carolina)
Assistant Professor of Physical Education 704 Louise Circle
¹²⁸Charles H. Lochmüller (1969), Ph.D. (Fordham)
Associate Professor of Chemistry 3203 Mossdale Avenue
Gregory Lockhead (1965), Ph.D. (Johns Hopkins)
Professor of Psychology 101 Emerald Circle
Gerald L. Logue (1971-72; 1974), M.D. (Pittsburgh)
Assistant Professor of Medicine 4001 Cornwallis Road
Patrick E. Logue (1974), Ph.D. (North Dakota)
Assistant Professor of Medical Psychology in the
Department of Psychiatry 901 Bluestone Drive
Charles H. Long (1974), Ph.D. (Chicago)
Professor of Religion 405 Wesley Drive
Chapel Hill, N. C.
Juanita Lee Long (1970), M.S. (North Carolina)
Assistant Professor of Nursing 216 Brook Lane
Thomas T. Long III (1974), M.D. (Bowman Gray)
Assistant Professor of Medicine 508 Rippling Stream Road
William K. Longley (1968), Ph.D. (Univ. of London)
Associate Professor of Anatomy 47 Lebanon Circle
James Stavert Loos (1972), Ph.D. (Illinois)
Assistant Professor of Physics 1015 Demerius Street
Donald W. Loveland (1973), Ph.D. (New York Univ.)
Professor of Computer Science 3417 Cambridge Road
Richard Albert Lucas (1972), Ph.D. (North Carolina at Chapel Hill)
Assistant Professor of Medical Psychology in the
Department of Psychiatry 2421 Sedgfield Drive
Chapel Hill, N. C.
Lonnie C. Ludeman (1975), Ph.D. (Arizona State)
Visiting Associate Professor of Biomedical Engineering 3609 Britt Street

¹²⁵Through 8-31-75.

¹²⁶Retired 8-31-75.

¹²⁷Through 5-31-75.

¹²⁸Leave of absence 1975-76.

- John G. Lundberg (1970), Ph.D. (Michigan)
Associate Professor of Zoology 2813 McDowell Street
Apartment 48
- Pamela G. Luther (1975), J.D. (Duke)
Assistant Professor of Law 2201 Morehead Avenue
- Barbara G. Lynds (1974), M.S. (Maryland)
Assistant Professor of Nursing 4513-G Edwards Mill Road
Raleigh, N. C.
- William S. Lynn (1954), M.D. (Columbia)
Professor of Medicine and Associate Professor of Biochemistry Route 1, Box 296-C
Hillsborough, N. C.
- George W. Lynts (1965), Ph.D. (Wisconsin)
Associate Professor of Geology 10 Cotswold Place
- John Nelson Macduff (1956), M.M.E. (New York Univ.)
Professor of Mechanical Engineering 2733 Dogwood Road
- ¹²⁹Jarlath MacKenna (1973), M.B. (National Univ. of Ireland), M.D. (Univ. Coll., Dublin)
Assistant Professor of Obstetrics and Gynecology 600-1 LaSalle Street, 13-D
- ¹³⁰Barry B. MacKichan (1970), Ph.D. (Stanford)
Assistant Professor of Mathematics Route 6, Box 262
Chapel Hill, N. C.
- Kenneth Scott McCarty (1959), Ph.D. (Columbia)
Professor of Biochemistry 2713 Dogwood Road
- David R. McClay (1973), Ph.D. (North Carolina at Chapel Hill)
Assistant Professor of Zoology 3704 Tremont Drive
- Carole A. McCleery (1970), Ph.D. (Carnegie-Mellon)
Assistant Professor of Business Administration 2101 Dartmouth Drive
- Joseph R. McClellan (1975), M.D. (Georgetown)
Associate in Medicine Apartment 67-B
3022 Chapel Hill Road
- Thomas E. McCollough (1961), Th.D. (Southern Baptist Theological Seminary)
Associate Professor of Religion 2722 Circle Drive
- Donald E. McCollum (1962), M.D. (Bowman Gray)
Professor of Orthopaedic Surgery 2207 Wilshire Drive
- John B. McConahay (1974), Ph.D. (California at Los Angeles)
Associate Professor of Policy Sciences and Psychology 2101 Englewood Avenue
- Barbara P. McCool (1975), Ph.D. (Ohio State)
Associate Professor of Health Administration and
Assistant Professor of Nursing 12414 Starlight Lane
Bowie, Maryland
- Joe M. McCord (1972), Ph.D. (Duke)
Associate in Experimental Medicine and Associate in Biochemistry Apartment 13-E
600-1 LaSalle Street
- Ralph C. McCoy (1973), M.D. (Emory)
Assistant Professor of Pathology 3820 Pickett Road
Route 2, Box 20
- Alice L. McCrea (1961), M.S. (Chicago)
Assistant Professor of Radiation Therapy 2911 Umstead Road
- James H. McElhaney (1973), Ph.D. (West Virginia)
Professor of Biomedical Engineering 3411 Cambridge
- Marjorie B. McElroy (1970), Ph.D. (Northwestern)
Assistant Professor of Economics Route 4, Box 535
Chapel Hill, N. C.
- Diana E. McGrath (1975), Ph.D. (Pennsylvania State)
Associate in Community Health Sciences 1901 Burning Tree Drive
Chapel Hill, N. C.
- Margaret A. McKean (1974), M.A. (Harvard)
Assistant Professor of Political Science Apartment 30-K
2752 Middleton Street
- Patrick Allen McKee (1969), M.D. (Oklahoma)
Professor of Medicine and Assistant Professor of Biochemistry 2616 Augusta Drive
- John C. McKinney (1957), Ph.D. (Michigan State)
Professor of Sociology Route 8, Box 286
- Byron D. McLees (1967-69, 1971), Ph.D. (Johns Hopkins)
Assistant Professor of Medicine 108 Pawnee Circle
- Robert McLelland (1972), M.D. (Cincinnati)
Associate Professor of Radiology 3716 St. Marks Road
- Michael E. McLeod (1966), M.D. (Duke)
Associate Professor of Medicine 4007 Deepwood Circle
- Thomas Joseph McManus (1961), M.D. (Boston)
Associate Professor of Physiology and Pharmacology 1408 Oakland Avenue
- James O. McNamara (1973), Ph.D. (Glasgow)
Associate in Medicine 4115 Cobblestone Place

¹²⁹Through 6-30-75.

¹³⁰Leave of absence 1975-76.

- ¹³¹Andrew McPhail (1968), Ph.D. (Glasgow)
Professor of Chemistry 5305 Partridge Street
- Harry Thurman McPherson (1955), M.D. (Duke)
Professor of Medicine 3915 Nottaway Road
- John J. McQueary (1974), B.S. (North Carolina Central Univ.)
Associate in the Department of Community Health Sciences 5005 Pine Trail Drive
- George L. Maddox (1960), Ph.D. (Michigan State)
*Professor of Sociology and Professor of
 Medical Sociology in the Department of Psychiatry* 2750 McDowell Street
- Wesley A. Magat (1974), Ph.D. (Northwestern)
Assistant Professor of Business Administration Willett Road
 Route 2, Box 474
- Moses Stephen Mahaley (1965), Ph.D. (Duke)
*Associate Professor of Neurosurgery and Assistant
 Professor of Anatomy* 3940 Nottaway Road
 Apartment 49
- Edward P. Mahoney (1965), Ph.D. (Columbia)
Associate Professor of Philosophy 1000 North Duke Street
- Steven Maier (1971), Ph.D. (Stanford)
Assistant Professor of Business Administration 4401 Berini Drive
- Allan Armstrong Maltbie (1974), M.D. (Emory)
Associate in Psychiatry 2432 Sedgfield Drive
 Chapel Hill, N. C.
- Lazaro J. Mandel (1972), Ph.D. (Pennsylvania)
Assistant Professor of Physiology 405 Whitehead Circle
 Chapel Hill, N. C.
- Donald F. Mandetta (1974), M.D. (Duke)
Associate in Medicine 3822 Hillgrand Drive
- Andres Manring (1975), Ph.D. (Ohio State)
Adjunct Assistant Professor of Physiology and Pharmacology Apartment 3
 107 Hilton Avenue
- Charles Milton Mansbach (1970), M.D. (New York Univ.)
Assistant Professor of Medicine 2431 Tryon Road
- James R. Margolis (1974), M.D. (Illinois)
Assistant Professor of Medicine 2439 Tilghman Circle
 Chapel Hill, N. C.
- Peter N. Marinos (1968), Ph.D. (North Carolina State)
Professor of Electrical Engineering and Professor of Computer Science 2802 McDowell Road
- Sven Maripuu (1974), Ph.D. (Goteborg, Sweden)
Lecturer and Research Associate in Physics 2437 Sedgfield Drive
 Chapel Hill, N. C.
- Sidney David Markman (1947), Ph.D. (Columbia)
Professor of Art History and Archeology 919 Urban Avenue
- Ronald A. Marquis (1974), M.S. (U.S. Naval Postgraduate School)
Visiting Associate Professor of Naval Science 523 Hunter Street
- ¹³²Patricia H. Marschall (1971), LL.M. (Harvard)
Professor of Law Route 4, Box 399 Bookridge
 Raleigh, N. C.
- Gail R. Marsh (1969), Ph.D. (Iowa)
*Associate Professor of Medical Psychology in the Department of
 Psychiatry and Lecturer in Psychology* 1506 Southwood Place
- ¹³³David V. Martin (1962), Ed.D. (Duke)
Associate Professor of Education 1527 Hermitage Court
- Salutario Martinez (1975), M.D. (Havana Univ.)
Assistant Professor of Radiology 6 Shelly Place
- Raymond Massengill, Jr. (1964), Ed.D. (Virginia)
*Associate Professor of Medical Speech Pathology,
 Division of Plastic and Maxillofacial Surgery* 2734 Spencer Street
- Seymour Mauskopf (1964), Ph.D. (Princeton)
Associate Professor of History 700 Brighton Road
- David W. Maves (1972), A.Mus.D. (Michigan)
Assistant Professor of Music Route 1, Box 260-E
 Hillsborough, N. C.
- James F. Mayhew (1975), M.D. (Med. Coll. of New Jersey)
Assistant Professor of Anesthesiology 3123 Camelot Court
- ¹³⁴Otto Meier, Jr. (1934), Ph.D. (Pennsylvania)
Professor of Electrical Engineering 113 Pinecrest Road
- Elgin W. Mellow (1965), Ph.D. (Univ. of London)
Associate Professor of English 1004 Minerva Avenue

¹³¹Sabbatical leave, spring 1975-76.

¹³²Through 1-31-75

¹³³Sabbatical leave, fall 1975-76.

¹³⁴Retired 2-28-75.

- Lorne Mendell (1968), Ph.D. (Massachusetts Inst. of Tech.)
Associate Professor of Physiology 1812 Rolling Road
Chapel Hill, N. C.
- Nancy Mendell (1971), Ph.D. (North Carolina at Chapel Hill)
Associate in Immunology and Associate in Community Health Sciences 1812 Rolling Road
Chapel Hill, N. C.
- Daniel B. Menzel (1971), Ph.D. (California at Berkeley)
Associate Professor of Pharmacology and Associate
Professor of Experimental Medicine 932 Clarion Drive
- Richard S. Metzgar (1962), Ph.D. (Buffalo)
Professor of Immunology 3616 Westover Road
- Horst Meyer (1959), Ph.D. (Zurich)
Professor of Physics 2716 Montgomery Street
- ¹³⁵Eric M. Meyers (1969), Ph.D. (Harvard)
Associate Professor of Religion 3202 Waterbury Drive
- M. Victor Michalak (1950), Ph.D. (Indiana)
Associate Professor of English 804 Louise Circle
- Don D. Mickey (1973), Ph.D. (Louisiana State)
Associate in Experimental Surgery 3318 Dixon Road
- Paul A. Mickey (1970), Th.D. (Princeton)
Assistant Professor of Pastoral Theology 2617 McDowell Road
- Donald S. Miller (1969), M.D. (Harvard)
Assistant Professor of Medicine 1104 North Gregson Street
Bartram Drive
Chapel Hill, N. C.
- ¹³⁶Gustavus H. Miller (1955), Ph.D. (Michigan)
Assistant Professor of Romance Languages 608 Churchill Drive
Chapel Hill, N. C.
- John Noel Miller (1975), M.D. (Sydney)
Assistant Professor of Anesthesiology
- ¹³⁷Martin A. Miller (1970), Ph.D. (Chicago)
Associate Professor of History 2808 Shannon Road
Route 3, Box 212A
Apex, N. C.
- Sara Elizabeth Miller (1973), Ph.D. (Georgia)
Assistant Professor of Microbiology and Immunology 122 Dixie Road
Chapel Hill, N. C.
- ¹³⁸Elliott Mills (1968), Ph.D. (Columbia)
Associate Professor of Physiology
- Wilma A. Minniear (1964), M.S.N. (Western Reserve)
Professor of Nursing and Associate Professor of Health
Administration 5203 Shady Bluff Street
- William Thomas Earle Mishler II (1972), Ph.D. (Duke)
Assistant Professor of Political Science 3621 Cole Mill Road
- Thomas G. Mitchell (1974), Ph.D. (Tulane)
Assistant Professor of Mycology, Department of
Microbiology and Immunology 120 Newell Street
- Thalachallour Mohanakumar (1974), Ph.D. (Duke)
Associate in Microbiology and Immunology 1802 Shelton Avenue
- ¹³⁹Jesper V. Moller (1973), D.Sc. (Aarhus Univ.)
Visiting Assistant Professor of Biochemistry 862 Louise Circle
- Gerald C. Monsman (1965), Ph.D. (Johns Hopkins)
Associate Professor of English 1421 North Mangum Street
- Ann L. Moore (1975), M.D. (Missouri)
Associate in Community Health Sciences 3906 Berry Bush Place
Apartment 2-B
- John W. Moore (1961), Ph.D. (Virginia)
Professor of Physiology 3022 Chapel Hill Road
- Lawrence C. Moore, Jr. (1966), Ph.D. (California Inst. of Tech.)
Associate Professor of Mathematics 2116 West Club Boulevard
- Jane Clark Moorman (1975), M.S.W. (Tulane)
Associate in Psychiatric Social Work in the
Department of Psychiatry Apartment C-2
3600 Tremont Drive
- Brenda M. Morgan (1974), M.S. (North Carolina at Chapel Hill)
Instructor in Nursing 212 James Street
Chapel Hill, N. C.
- James J. Morris (1963), M.D. (State Univ. of New York)
Associate Professor of Medicine 2903 Buckingham Road
- Wayne J. Morse (1974), Ph.D. (Michigan State Univ.)
Associate Professor of Business Administration 525 Colony Woods Drive
Chapel Hill, N. C.

¹³⁵Sabbatical leave 1975-76.

¹³⁶Sabbatical leave, spring 1975-76.

¹³⁷Leave of absence 1975-76.

¹³⁸Sabbatical leave 7-1-75 through 6-30-76.

¹³⁹Through 12-31-74

Montrose J. Moses (1959), Ph.D. (Columbia)	
<i>Professor of Anatomy</i>	152 Pinecrest Road
Ada F. Most (1973), Ed.D. (Columbia)	
<i>Associate Professor of Nursing</i>	3106 Ithaca Street
¹⁴⁰ Bernard M. Most (1974), Ph.D. (Texas)	
<i>Assistant Professor of Mathematics</i>	3106 Ithaca Street
Joseph A. Moylan, Jr. (1975), M.D. (Boston)	
<i>Associate Professor of Surgery</i>	2211 Chase Street
¹⁴¹ Earl George Mueller (1945), Ph.D. (Iowa)	
<i>Professor of Art</i>	1516 Kent Street
¹⁴² Julia Wilkinson Mueller (1939-41; 1946), M.A. (Iowa)	
<i>Professor of Music</i>	1516 Kent Street
Bruce J. Muga (1967), Ph.D. (Illinois)	
<i>Professor of Civil Engineering</i>	4110 King Charles Road
Connie F. Mullinix (1975), M.P.H. (North Carolina at Chapel Hill)	Route 4, Box 423
<i>Instructor in Nursing</i>	Chapel Hill, N. C.
Roland Murphy (1967-68, 1971), S.T.D. (Catholic Univ.)	211 McCauley Street
<i>Professor of Old Testament</i>	Chapel Hill, N. C.
Francis J. Murray (1960), Ph.D. (Columbia)	
<i>Professor of Mathematics</i>	1012 Norwood Avenue
William J. Murray (1972), Ph.D. (Wisconsin)	
<i>Associate Professor of Anesthesiology</i>	135 Pinecrest Road
Gerard Musante (1971), Ph.D. (Tennessee)	
<i>Assistant Professor of Medical Psychology in the Department of Psychiatry and</i>	
<i>Assistant Professor of Community Health Sciences</i>	120 Continental Drive
George C. Myers (1968), Ph.D. (Washington)	
<i>Professor of Sociology</i>	12 Scott Place
¹⁴³ Lawrence E. Myers (1973), Ph.D. (California at Berkeley)	
<i>Assistant Professor of Mathematics</i>	2211 Englewood Avenue
Alan M. Nadel (1974), M.D. (Pittsburgh)	
<i>Associate in Medicine</i>	5339 Yardley Terrace
Toshio Narahashi (1962-63; 1965), Ph.D. (Univ. of Tokyo)	
<i>Professor of Physiology</i>	2964 Friendship Road
James L. Nash (1972), M.D. (Duke)	
<i>Assistant Professor of Psychiatry</i>	2815 Welcome Drive
Blaine S. Nashold, Jr. (1957), M.D. (McGill)	
<i>Professor of Neurosurgery</i>	410 East Forest Hills Boulevard
Sydney H. Nathans (1966), Ph.D. (Johns Hopkins)	
<i>Associate Professor of History</i>	1627 Marion Avenue
R. Craig Nation (1975), Ph.D. (Duke)	
<i>Visiting Assistant Professor of History</i>	111 Seeman Street
Dorothy E. Naumann (1963), M.D. (Syracuse)	
<i>Assistant Professor of Community Health Sciences</i>	2404 Tampa Avenue
Aubrey Willard Naylor (1952), Ph.D. (Chicago)	
<i>James B. Duke Professor of Botany</i>	2430 Wrightwood Avenue
Thomas Herbert Naylor (1964), Ph.D. (Tulane)	Murphy School Road
<i>Professor of Economics and Computer Science</i>	Hillsborough, N. C.
Robert David Nebes (1973), Ph.D. (California Inst. of Tech.)	
<i>Assistant Professor of Medical Psychology in the</i>	
<i>Department of Psychiatry</i>	3310 Rolling Hill Road
Francis A. Neelon (1969), M.D. (Harvard)	
<i>Assistant Professor of Medicine</i>	2216 West Club Boulevard
¹⁴⁴ Glenn Robert Negley (1946), Ph.D. (Chicago)	Apartment 10
<i>Professor of Philosophy</i>	2132 Bedford Drive
Robert H. Neilson (1975), Ph.D. (Duke)	Apartment B-1
<i>Assistant Professor of Chemistry</i>	1422 Wyldewood Road
Donald D. Neish (1974), M.D. (Temple)	301 Laurel Hill Road
<i>Assistant Professor of Community Health Sciences</i>	Chapel Hill, N. C.
Sigrid Nelius (1973), M.D. (Munich)	
<i>Associate in Community Health Sciences</i>	P. O. Box 3066

¹⁴⁰Through 8-31-75.

¹⁴¹Sabbatical leave, fall 1975-76.

¹⁴²Sabbatical leave, fall 1975-76.

¹⁴³Through 8-31-75.

¹⁴⁴Retired 8-31-75.

- ¹⁴⁵Charles W. Neville, Jr. (1964), M.D. (Vanderbilt)
Associate Professor of Psychiatry
56 Woodbury Road
Asheville, N. C.
- Barbara Carol Newborg (1952), M.D. (Johns Hopkins)
Assistant Professor of Medicine
1503 Virginia Avenue
P. O. Box 68
Bailey, N. C.
- Josephine E. Newell (1975), M.D. (Maryland)
Associate in Community Health Sciences
1111 North Gregson Street
- Henry Winston Newson (1948), Ph.D. (Chicago)
James B. Duke Professor of Physics
2809 Legion Avenue
- Francis Newton (1967), Ph.D. (North Carolina)
Professor of Latin
1307 Arnette Avenue
- Jack L. Nichols (1970), Ph.D. (Alberta)
Associate Professor of Microbiology
3101 Camelot Court
- R. Bruce Nicklas (1965), Ph.D. (Columbia)
Professor of Zoology
2709 Spencer Street
- Robert J. Niess (1972), Ph.D. (Minnesota)
Professor of Romance Languages
913 Urban Avenue
- ¹⁴⁶Charles E. V. Nixon (1971), Ph.D. (Michigan)
Assistant Professor of Classical Studies
2307 Prince Street
- K. Thomas Noell (1974), M.D. (Rochester)
Associate in Radiology
2708 Sevier Street
- Loren W. Nolte (1966), Ph.D. (Michigan)
Professor of Electrical Engineering and Professor of
Biomedical Engineering
3535 Hamstead Court
Apartment 7-A
- ¹⁴⁷Jens Gregersen Nørby (1974), Ph.D. (Univ. of Aarhus, Denmark)
Visiting Associate Professor of Physiology
200 Seven Oaks Road
- ¹⁴⁸Charles Bryan Norton (1971), M.D. (Duke)
Assistant Professor of Psychiatry
2708 Augusta Drive
Apartment 3-A
- Thomas T. Norton (1972), Ph.D. (California at Los Angeles)
Assistant Professor of Psychology and Physiology
2716 Middleton Street
- A. Sue Norville (1966), M.S.N. (Emory)
Associate Professor of Nursing
3927 Swarthmore Road
Apartment 1
- ¹⁴⁹Richey A. Novak (1969), Ph.D. (Johns Hopkins)
Associate Professor of Germanic Languages and Literature
2711 Bedford Street
- John B. Nowlin (1967), M.D. (Duke)
Assistant Professor of Community Health Sciences
2810 Stuart Drive
- Yasuhiko Nozaki (1966), Ph.D. (Univ. of Tokyo)
Associate in Biochemistry
4015 Cole Mill Road
326 Azalea Drive
Chapel Hill, N. C.
- Holger Olof Nygard (1960), Ph.D. (California at Berkeley)
Professor of English
2416 Alpine Road
- Charles George Oakes (1972), Ph.D. (Emory)
Assistant Professor of Community Health Sciences
713 Anderson Street
- John F. Oates (1967), Ph.D. (Yale)
Professor of Classical Studies
2604 McDowell Street
- ¹⁵⁰William M. O'Barr (1969), Ph.D. (Northwestern)
Associate Professor of Anthropology
2812 Chelsea Circle
- ¹⁵¹Walter D. Obrist (1957), Ph.D. (Northwestern)
Professor of Medical Psychology in the Department of Psychiatry,
Professor of Experimental Medicine (Neurology) in the
Department of Medicine, and Lecturer in Psychology
Glen Heights
Chapel Hill, N. C.
- Guy Leary Odom (1943), M.D. (Tulane)
James B. Duke Professor of Neurosurgery
1513 Pinecrest Road
- ¹⁵²William M. O'Fallon (1965), Ph.D. (North Carolina)
Associate Professor of Community Health Sciences and
Assistant Professor of Mathematics
Fearghus T. O'Foghlu (1970), Ph.D. (National Univ. of Ireland)
Professor of Radiology and Adjunct Professor of Physics

¹⁴⁵Through 8-31-75

¹⁴⁶Through 2-28-75

¹⁴⁷Through 8-31-75

¹⁴⁸Through 5-31-75

¹⁴⁹Leave of absence 1975-76

¹⁵⁰Sabbatical leave 1975-76

¹⁵¹Through 6-30-75

¹⁵²Sabbatical leave 7-1-74 through 6-30-75. Through 8-31-75

- Robert A. Older (1974), M.D. (Duke)
Assistant Professor of Radiology
 Route 1, Irongate Box 91 D4
 Bahama, N. C.
- H. Newland Oldham, Jr. (1970), M.D. (Baylor)
Associate Professor of Surgery
 1020 Homer Street
 Apartment D-3
 2116 Front Street
- ¹⁵³Henry Olela (1972), Ph.D. (Florida State)
Assistant Professor of Black Studies
 2116 Front Street
- ¹⁵⁴Michael Oliphant (1974), M.D. (Cornell)
Assistant Professor of Radiology
 2905 Friendship Road
 Apartment E-3
 700 Morreene Road
 Apartment C-4
 1829 Front Street
- F. Hodge O'Neal (1959), S.J.D. (Harvard)
James B. Duke Professor of Law
 3321 Devon Road
- Aglalia N. O'Quinn (1974), M.D. (Duke)
Associate in Pediatrics
 3321 Devon Road
- ¹⁵⁵Edward Stewart Orgain (1934), M.D. (Virginia)
Professor of Medicine
 3321 Devon Road
- ¹⁵⁶Robert David Ornitz (1975), M.D. (Oklahoma)
Assistant Professor of Radiology
 1309 Rosemary Avenue
- James R. O'Rourke, Jr. (1972), M.D. (Kentucky)
*Associate in Community Health Sciences and
 Clinical Associate in Medicine*
 405 Longleaf Drive
 Chapel Hill, N. C.
- Robert Tappan Osborn (1954), Ph.D. (Drew)
Professor of Religion
 2732 McDowell Street
- ¹⁵⁷Raymond L. Osborne, Jr. (1973), M.D. (McGill)
Assistant Professor of Radiology
 Apartment M-17
 2800 Croasdaile
- Shirley K. Osterhout (1967), M.D. (Duke)
Assistant Professor of Pediatrics
 5133 North Willowhaven Drive
- Suydam Osterhout (1959), Ph.D. (Rockefeller Inst.), M.D. (Duke)
Professor of Microbiology and Professor of Medicine
 5133 North Willowhaven Drive
- Athos Ottolenghi (1959), M.D. (Univ. of Pavia, Italy)
Professor of Physiology and Pharmacology
 1510 Woodburn Road
- Douglas A. Outlaw (1974), Ph.D. (North Carolina State)
Instructor and Research Associate in Physics
 2503 West Club Boulevard
- ¹⁵⁸Harry Ashton Owen, Jr. (1951), Ph.D. (North Carolina State)
Professor of Electrical Engineering
 2741 McDowell Street
- George Padilla (1965), Ph.D. (California at Los Angeles)
Associate Professor of Physiology
 2027 Bivins Street
- David L. Paletz (1967), Ph.D. (California at Los Angeles)
Associate Professor of Political Science
 1311 Carolina Avenue
- Aubrey Edwin Palmer (1944), B.S.C.E. (Virginia)
Associate Professor of Civil Engineering
 2525 Highland Avenue
- Richard A. Palmer (1966), Ph.D. (Illinois)
Associate Professor of Chemistry
 126 Pinecrest Road
- Erdman B. Palmore (1967), Ph.D. (Columbia)
*Professor of Medical Sociology in the Department of
 Psychiatry and Professor of Sociology*
 19 Scott Place
- William E. Parham (1972), Ph.D. (Illinois)
R. J. Reynolds Industries Professor of Chemistry
 2800 De Kalb Street
- Harold Talbot Parker (1939), Ph.D. (Chicago)
Professor of History
 1005 Demerius Street
- Joseph B. Parker, Jr. (1970), M.D. (Tennessee)
Professor of Psychiatry
 24 Stoneridge
- ¹⁵⁹Roy T. Parker (1954), M.D. (Med. Coll. of Virginia)
F. Bayard Carter Professor of Obstetrics and Gynecology
 111 Pinecrest Road
- George R. Parkerson, Jr. (1974), M.D. (Duke)
Assistant Professor of Community Health Sciences
 4040 Nottaway Road
- Harry B. Partin (1964), Ph.D. (Chicago)
Associate Professor of Religion
 2739 Spencer Street
- Joel Francis Paschal (1954), Ph.D. (Princeton)
Professor of Law
 1527 Pinecrest Road

¹⁵³Through 8-31-75.

¹⁵⁴Through 7-31-75.

¹⁵⁵Retired 8-31-75.

¹⁵⁶Through 10-15-75

¹⁵⁷Through 4-1-75.

¹⁵⁸Sabbatical leave 1975-76

¹⁵⁹Sabbatical leave 7-1-75 through 12-31-75

- Merrill Lee Patrick (1964), Ph.D. (Carnegie Inst. of Tech)
Associate Professor of Computer Science 25 Scott Place
- F. M. S. Patterson (1968), M.D. (Pennsylvania)
Associate Clinical Professor of Community Health Sciences and Assistant Clinical Professor of Surgery 224 King George Road
Greenville, N. C.
- Z. Daniel Pauk (1967), M.D. (Iowa)
Assistant Professor of Psychiatry 1802 Woodburn Road
- Robert G. Paul (1970), Ph.D. (Oklahoma)
Associate in Audiology and Speech Pathology in the Department of Surgery 3512 Chapel Hill Road
- David F. Paulson (1972), M.D. (Duke)
Associate Professor of Urology 3911 Plymouth Road
- Bruce L. Payne (1972), M.A. (Yale)
Lecturer in Policy Sciences 2116 Englewood Avenue
- William Bernard Peach (1951), Ph.D. (Harvard)
Professor of Philosophy 706-F Constitution Drive
- ¹⁶⁰Daniel T. Peak (1969), M.D. (Wisconsin)
Associate Clinical Professor of Psychiatry 3807 Hulon Drive
- George W. Pearsall (1964), Sc.D. (Massachusetts Inst. of Tech.)
Professor of Mechanical Engineering 2941 Welcome Drive
- Talmage Lee Peele (1939), M.D. (Duke)
Professor of Anatomy, Professor of Medicine (Neurology), Assistant Professor of Pediatrics, and Lecturer in Psychology KD2 University Apartments
- Charles Henry Peete, Jr. (1953), M.D. (Harvard)
Professor of Obstetrics and Gynecology 42 Beverly Drive
- William P. J. Peete (1955), M.D. (Harvard)
Professor of Surgery 2814 Chelsea Circle
- Peter Francis Pepe (1972), M.D. (Temple)
Assistant Professor of Medicine 320 Glendale Drive
Chapel Hill, N. C.
- Ronald Perkins (1969), Ph.D. (Indiana)
Professor of Geology 2719 Montgomery Street
Route 2, Box 279
Chapel Hill, N. C.
- Edythe Mae Persing (1964), M.N. (Western Reserve)
Assistant Professor of Nursing
- Walter Scott Persons (1930), A.B. (Duke)
Associate Professor of Physical Education 612 Swift Avenue
- Robert H. Peter (1967), M.D. (Duke)
Associate Professor of Medicine 2710 McDowell Street
- Calvin R. Peters (1975), M.D. (Louisiana State Univ.)
Assistant Professor of Plastic and Maxillofacial Surgery 3519 Barcelona Avenue
- David W. Peterson (1973), Ph.D. (Stanford)
Professor of Management Sciences in the Graduate School of Business Administration 1013 Monmouth Avenue
- Olan Lee Petty (1952), Ph.D. (Iowa)
Professor of Education 2803 McDowell Road
- Eric A. Pfeiffer (1966), M.D. (Washington)
Professor of Psychiatry 3203 Cromwell Road
- John Bernard Pfeiffer, Jr. (1949), M.D. (Cornell)
Professor of Medicine 3414 Rugby Road
- Leland R. Phelps (1961), Ph.D. (Ohio State)
Professor of German 2255 Cranford Road
- James Henry Phillips (1946), Ph.D. (Yale)
Professor of Religion 2517 Perkins Road
- Jane Philpott (1951), Ph.D. (Iowa)
Professor of Botany and Professor of Wood Anatomy 2260 Cranford Road
- John E. P. Pickett (1970)
Associate in Pathology and Instructor in the Medical Technology Program 3323 Pinafore Drive
- Kenneth LeRoy Pickrell (1944), M.D. (Johns Hopkins)
Professor of Plastic and Maxillofacial Surgery 3 Sylvan Road
- ¹⁶¹Orrin H. Pilkey (1965), Ph.D. (Florida State)
Professor of Geology Hillsborough, N. C.

¹⁶⁰Through 8-31-75

¹⁶¹Leave of absence 1975-76.

- Theo Clyde Pilkington (1961), Ph.D. (Duke)
*Professor of Biomedical Engineering and Professor of
 Electrical Engineering* 2932 Ridge Road
- Sheldon R. Pinnell (1973), M.D. (Yale)
Associate Professor of Medicine (Dermatology) 2815 Chelsea Circle
- ¹⁶²Robert A. Pittillo, Jr. (1968), Ed.D. (Duke)
Associate Professor of Education 2735 Montgomery Street
- ¹⁶³William D. Poe (1971), M.D. (1971)
Assistant Professor of Community Health Sciences 406 Elliott Road
 Chapel Hill, N. C.
- Jacques C. Poirier (1955), Ph.D. (Chicago)
Professor of Chemistry 210 West Lavender Avenue
- ¹⁶⁴Grace H. Polansky (1968), M.S. (Western Reserve)
Assistant Professor of Psychiatric Social Work 504 Watts Street
- ¹⁶⁵F. Stanley Porter (1964), M.D. (Johns Hopkins)
Professor of Pediatrics 2609 Cornwallis Road
- Ned A. Porter (1969), Ph.D. (Harvard)
Associate Professor of Chemistry 1009 Archdale Road
- Alejandro Portes (1975), Ph.D. (Wisconsin)
Professor of Sociology 2133 Bedford Avenue
- Richard M. Portwood (1959), M.D. (Southwestern)
Assistant Professor of Medicine 54 Beverly Drive
- Raymond W. Postlethwait (1955), M.D. (Duke)
Professor of Surgery 143 Pinecrest Road
- William H. Poteat (1960), B.D., Ph.D. (Duke)
Professor of Religion and Comparative Studies 621 Greenwood Road
 Chapel Hill, N. C.
- ¹⁶⁶Steven Garth Potkin (1974), M.D. (Washington)
Associate in Psychiatry 3259 Rose of Sharon Road
- Leo Potts (1973), M.B. (Adelaide, South Australia)
Assistant Professor of Psychiatry 53 Panola Street
 Asheville, N. C.
- ¹⁶⁷Benjamin E. Powell (1946), Ph.D. (Chicago)
Professor in the Faculty of Arts and Sciences 3609 Hathaway Road
- Philip C. Pratt (1966), M.D. (Johns Hopkins)
Professor of Pathology 2707 Sevier Street
- Richard M. Pratt (1975), Ph.D. (Washington)
Visiting Professor of Geology Route 4, Box 426
 Hillsborough, N. C.
- Vernon Pratt (1964), M.F.A. (San Francisco Art Inst.)
Assistant Professor of Art 1903 Glendale Avenue
- Richard Lionel Predmore (1950), D.M.L. (Middlebury)
Professor of Romance Languages Route 1, Box 379-P
 Bahama, N. C.
- Jack J. Preiss (1959), Ph.D. (Michigan State)
Professor of Sociology 2722 McDowell Street
- Robert Derek Prentice (1975), M.B. (Edinburgh)
Visiting Associate in Community Health Sciences 905 West Maynard Avenue
- Richard A. Preston (1965), Ph.D. (Yale)
William K. Boyd Professor of History 1124 Woodburn Road
- ¹⁶⁸David E. Price (1973), Ph.D. (Yale)
Assistant Professor of Political Science and Policy Sciences 106 Collums Road
 Chapel Hill, N. C.
- E. Reynolds Price (1958), B.Litt. (Oxford)
Professor of English Box 4813
 Duke Station
- James Ligon Price, Jr. (1952), Ph.D. (Cambridge)
Professor of Religion 2723 Circle Drive
- Mark K. Price (1975), J.D. (Illinois)
Assistant Professor of Law Apartment 101
 3017 Weymouth Street
- Patricia N. Prinz (1974), Ph.D. (Stanford)
Adjunct Assistant Professor of Physiology and Pharmacology 2115 Woodrow Street
- Philip E. Protter (1975), Ph.D. (California at San Diego)
Assistant Professor of Mathematics Apartment 0
 700 Pace Street
- Marcos J. Pupkin (1974), M.D. (Univ. of Chile)
Associate Professor of Obstetrics and Gynecology 4518 Cheshire Court

¹⁶²Sabbatical leave, fall 1975-76.

¹⁶³Through 1-1-75.

¹⁶⁴Deceased September 2, 1975.

¹⁶⁵Through 10-31-75.

¹⁶⁶Through 6-30-75.

¹⁶⁷Retired 8-31-75.

¹⁶⁸Sabbatical leave, fall 1975-76.

- A. Kenneth Pye (1966), LL.M. (Georgetown)
Professor of Law 2802 Chelsea Circle
- Steven H. Quarfordt (1968), M.D. (New York Univ.)
Associate Professor of Medicine 3300 Pinafore Drive
- Louis D. Quin (1957), Ph.D. (North Carolina)
Professor of Chemistry 2740 McDowell Street
- Galen W. Quinn (1958), D.D.S. (Tennessee)
Professor of Orthodontics 806 East Forest Hills Boulevard
- ¹⁶⁴Naomi R. Quinn (1972), Ph.D. (Stanford)
Assistant Professor of Anthropology 710 Overhill Terrace
- ¹⁷⁴James W. Rachals (1975), Ph.D. (North Carolina at Chapel Hill)
Visiting Assistant Professor of Philosophy 2227 Cranford Road
- ¹⁷¹Jill Raitt (1973), Ph.D. (Chicago)
Associate Professor of Historical Theology in the Divinity School 3213 Pickett Road
- R. Rajagopal (1974), Ph.D. (Michigan)
Assistant Professor of Quantitative Science, Department of Forestry Apartment E-2
- K. V. Rajagopalan (1966), Ph.D. (Madras)
Associate Professor of Biochemistry 2106 Front Street
- Charles W. Ralston (1954), Ph.D. (Duke)
Professor of Forest Soils 2214 Elmwood Avenue
- Dietolf Ramm (1969), Ph.D. (Duke)
Assistant Professor of Computer Science and Assistant Professor of Information Sciences in Psychiatry 2531 Wrightwood Avenue
- Fidel Ramon (1974), Ph.D. (Duke)
Adjunct Assistant Professor of Physiology 1609 Sycamore Street
- John F. Rampone (1973), M.D. (Marquette)
Assistant Professor of Obstetrics and Gynecology 1407 Arnette Avenue
- Dale B. J. Randall (1957), Ph.D. (Pennsylvania)
Professor of English 907 Chalice Street
- Manfred G. Raschke (1975), B.A. (Toronto, Canada)
Instructor in Classical Studies 2620 University Drive
- ¹⁷²Norman B. Ratliff (1968), M.D. (Duke)
Associate Professor of Pathology Apartment 27-L
- Calla Ann Raynor (1962), M.A.T. (North Carolina)
Assistant Professor of Physical Education 2752 Middleton Street
- ¹⁷³Frank Thompson Read (1968), LL.B. (Duke)
Professor of Law 2718 McDowell Street
- Kenneth James Reardon (1947), M.A. (Boston)
Associate Professor of English 858 Louise Circle
- Lloyd F. Redick (1974), M.D. (Ohio State)
Professor of Anesthesiology 5223 Partridge Street
- John William Reed (1970), M.D. (Bowman Gray)
Associate Professor of Ophthalmology 2511 Winton Road
- Michael C. Reed (1974), Ph.D. (Stanford)
Professor of Mathematics Box 277C, Route 7
- Michael K. Reedy (1969), M.D. (Washington)
Associate Professor of Anatomy Lakeside Drive
- Keith Arnold Reimer (1975), Ph.D. (Northwestern)
Assistant Professor of Pathology 3212 Cromwell Road
- Emily G. Reisner (1973), Ph.D. (Case Western Reserve)
Associate in Immunology 1008½ Gloria Avenue
- Edmund Reiss (1967), Ph.D. (Harvard)
Professor of English 2119 West Club Boulevard
- A. W. Renuart (1961), M.D. (Duke)
Associate Professor of Pediatrics Route 7, Box 215
- William A. Reppy, Jr. (1971), J.D. (Stanford)
Associate Professor of Law Timberly Lane
- Jacqueline A. Reynolds (1969), Ph.D. (Washington)
Associate Professor of Biochemistry Apartment 16-E
- 2836 Chapel Hill Road
- 1430 North Mangum Street

¹⁶⁴Leave of absence 1975-76.

¹⁷⁰Through 5-31-75

¹⁷¹Sabbatical leave, fall 1975-76. Leave of absence, spring 1975-76 through fall 1976-77

¹⁷²Through 6-30-75

¹⁷³Through 2-28-75

- John McFarlane Rhoads (1956), M.D. (Temple)
Professor of Psychiatry and Lecturer in Pastoral Care in Divinity School 2404 Prince Street
- Reed P. Rice (1965), M.D. (Indiana)
Professor of Radiology 800 Cedar Falls Road
- Willy E. Rice (1974), Ph.D. (North Carolina) 500 Umstead Drive, Apartment 204-D
Assistant Professor of Sociology Chapel Hill, N. C.
- David C. Richardson (1969), Ph.D. (Massachusetts Inst. of Tech.)
Associate Professor of Biochemistry 213 Nanaline H. Duke Bldg.
- Jane Shelby Richardson (1970), M.A. T. (Harvard)
Associate in Anatomy 213 Nanaline H. Duke Bldg.
- Lawrence Richardson, Jr. (1966), Ph.D. (Yale)
Professor of Latin in the Department of Classical Studies 1103 North Gregson Street
- ¹⁷⁴McMurry S. Richey (1954), B.D., Ph.D. (Duke)
Professor of Theology and Christian Nurture 2725 Dogwood Road
- ¹⁷⁵Dwight G. Rickel (1974), Ph.D. (Arizona)
Instructor and Research Associate in Physics 4712 High Meadow Road
- John D. Riebel (1962), M.A. (Duke)
Assistant Professor of Physical Education 60 Oakwood Drive
 Chapel Hill, N. C.
- ¹⁷⁶Eberhard Karl Riedel (1971), Dr. Rer. Nat. (Technische Univ., Munich)
Associate Professor of Physics 1008½ Gloria Avenue
- ¹⁷⁷Kent J. Rigsby (1971), M.A. (Univ. of Toronto)
Assistant Professor of Classical Studies 1006 Minerva Avenue
- Dana Phelps Ripley (1959), Ph.D. (North Carolina)
Associate Professor of Romance Languages 1303 Dollar Avenue
- N. Russell Roberson (1963), Ph.D. (Johns Hopkins)
Professor of Physics 3406 Ogburn Court
 Apartment 23-I
- George W. Roberts (1971), Ph.D. (Cambridge)
Associate Professor of Philosophy 200 Seven Oaks Road
- ¹⁷⁸Jesse Earl Roberts, Jr. (1968), M.D. (Louisiana State)
*Assistant Professor of Medicine and Assistant
 Professor of Community Health Sciences* 21 Stoneridge Circle
- J. David Robertson (1966), M.D. (Harvard), Ph.D. (Massachusetts Inst. of Tech)
James B. Duke Professor of Anatomy 32 Oak Drive
- ¹⁷⁹Arvin E. Robinson (1971), M.D. (Med. Coll. of Virginia)
Associate Professor of Radiology 1712 Woodburn Road
- Charles K. Robinson (1961), Ph.D. (Duke)
Associate Professor of Philosophical Theology 126 Emerald Circle
- George M. Robinson (1971), Ph.D. (Chicago)
Assistant Professor of Psychology 2431 Alpine Road
- Hugh G. Robinson (1964), Ph.D. (Duke)
Professor of Physics 2749 McDowell Street
- Roscoe R. Robinson (1962), M.D. (Oklahoma)
Professor of Medicine 3929 Nottaway Road
- William James Kenneth Rockwell (1968), M.D. (Duke)
Assistant Professor of Psychiatry 3519 Donnigale Street
- Charles R. Roe (1969), M.D. (Duke)
Assistant Professor of Pediatrics 1409 Colewood Drive
- Ronald L. Rogowski (1975), Ph.D. (Princeton)
Associate Professor of Political Science 11-E Town House Apartments
 Chapel Hill, N. C.
- ¹⁸⁰Robert Rolf (1971), M.A. (Hawaii)
Assistant Professor of Japanese-Chinese History Apartment L-10
 4216 Garrett Road
- James Rolleston (1975), Ph.D. (Yale)
Associate Professor of Germanic Languages and Literature 3238 Pickett Road
- Theodore Ropp (1938), Ph.D. (Harvard)
Professor of History 302 East Woodridge Drive
- Robert A. Rosati (1971), M.D. (Duke)
*Assistant Professor of Medicine and Associate in
 Community Health Sciences* 3615 Randolph Road

¹⁷⁴Sabbatical leave, spring 1975-76.

¹⁷⁵Through 8-31-75.

¹⁷⁶Through 8-31-75.

¹⁷⁷Sabbatical leave, spring 1975-76.

¹⁷⁸Through 1-1-75.

¹⁷⁹Through 6-1-75.

¹⁸⁰Through 8-31-75.

- Jeffrey M. Roseman (1975), M.D., Ph.D. (Chicago)
Associate in Community Health Sciences 1312 Hudson Avenue
- Beverly K. Rosen (1974), B.A. (Pennsylvania)
Associate in Community Health Sciences 403 Knob Court
 Chapel Hill, N. C.
- Gerald M. Rosen (1972), Ph.D. (Clarkson Coll. of Tech.)
Assistant Professor of Pharmacology 403 Knob Court
 Chapel Hill, N. C.
- Lawrence Rosen (1974), J.D., Ph.D. (Chicago)
*Associate Professor of Anthropology and Adjunct Associate
 Professor of Law* 1528 Hermitage Court
- Stanley J. Rosenberg (1975), M.D. (Michigan)
Associate in Anesthesiology 110 Forestwood Drive
- Myron Rosenthal (1971), Ph.D. (Duke)
Assistant Professor of Physiology 4514 Regis Avenue
- Allen David Roses (1970), M.D. (Pennsylvania)
Assistant Professor of Medicine 2801 Shoreham Street
 Apartment 5
- David J. Ross (1972), Ph.D. (Stanford)
Assistant Professor of Philosophy 2401 West Club Boulevard
- Norman F. Ross (1937), D.D.S. (Temple)
Associate Professor of Dentistry 2811 Chelsea Circle
- Wendell F. Rosse (1966), M.D. (Chicago)
Professor of Medicine and Associate Professor of Immunology Route 7, Box 223
 Timberly Drive
- Susan Roth (1973), Ph.D. (Northwestern)
Assistant Professor of Psychology Route 2, Box 484
- Malcolm H. Rourk (1971), M.D. (Pennsylvania)
Assistant Professor of Pediatrics 808 Wells Street
- Thomas D. Rowe, Jr., (1975), J.D. (Harvard)
Associate Professor of Law 712-D Constitution Drive
- Donald Francis Roy (1950), Ph.D. (Chicago)
Professor of Sociology 604 North Gregson Street
- John Jesse Rudin II (1945), Ph.D. (Northwestern)
Associate Professor of Christian Communications 1640 Marion Street
- Ralph Wayne Rundles (1945), Ph.D. (Cornell), M.D. (Duke)
Professor of Medicine 3608 Westover Road
- Clyde de Loache Ryals (1973), Ph.D. (Pennsylvania)
Professor of English 1620 University Drive
- David Coston Sabiston, Jr. (1964), M.D. (Johns Hopkins)
James B. Duke Professor of Surgery 1528 Pinecrest Road
- Anne E. Sagberg (1956), M.D. (Onslow)
Associate in Psychiatry Highland Hospital
 Asheville, N. C.
- Harvey J. Sage (1964), Ph.D. (Yale)
*Associate Professor of Biochemistry and Associate
 Professor of Immunology* 2960 Welcome Drive
- ¹⁸¹Lester M. Salamon (1973), Ph.D. (Harvard)
Assistant Professor of Political Science and Policy Sciences 3503 Mossdale Avenue
- Eva J. Salber (1971), M.D. (Univ. of Cape Town, South Africa)
Professor of Community Health Sciences 1308 Arboretum Drive
 Chapel Hill, N. C.
- ¹⁸²Herman Salinger (1955), Ph.D. (Yale)
Professor of Germanic Languages and Comparative Literature 3444 Rugby Road
- Herbert A. Saltzman (1958), M.D. (Philadelphia)
Professor of Medicine 2728 McDowell Street
- John Salzano (1958), Ph.D. (Iowa State)
Associate Professor of Physiology 409 Clarion Drive
- Jesse D. Samuels (1975), M.D. (Duke)
Assistant Professor of Community Health Sciences 2465 Wayfarer Court
 Chapel Hill, N. C.
- Aaron P. Sanders (1956), Ph.D. (North Carolina)
Professor of Radiology Route 1, Box 119-G2
 Bahama, N. C.
- David Sanford (1970), Ph.D. (Cornell)
Associate Professor of Philosophy 2227 Cranford Road
 Apartment 34-B
- Joseph E. Sarneski (1975), Ph.D. (Case Western Reserve)
Visiting Assistant Professor of Chemistry 311 Shannon Road
- ¹⁸³Eugenia Curtis Saville (1947), M.A. (Columbia)
Associate Professor of Music 1103 Anderson Street

¹⁸¹Leave of absence, fall 1975-76.

¹⁸²Retired 8-31-75.

¹⁸³Leave of absence, spring 1975-76

- Lloyd Blackstone Saville (1946), Ph.D. (Columbia)
Professor of Economics 1103 Anderson Street
 Sally A. Schafer (1975), M.S.N. (Case Western Reserve)
Instructor in Nursing Apartment 104-C
 3022 Chapel Hill Road
- Saul M. Schanberg (1967), Ph.D. (Yale)
Professor of Pharmacology and Assistant Professor of Neurology 1604 Pinecrest
- ¹⁸⁴Louis L. Scharf (1974), Ph.D. (Washington Univ.)
Visiting Associate Professor of Electrical Engineering Apartment D-3
 901 Chalk Level Road
- James H. Scheiner (1975), M.B.A. (Washington)
Assistant Professor of Business Administration Apartment 1-D
 200 Seven Oaks Road
- Katherine N. Schenk (1972), Ed.D. (Florida)
Associate Professor of Nursing 1300 Kent Street
- Harold Schiffman (1963), Ph.D. (Princeton)
Professor of Psychology 618 LaSalle Street
- Susan S. Schiffman (1972), Ph.D. (Duke)
*Assistant Professor of Medical Psychology in the Department
 of Psychiatry and Lecturer in Psychology* 18 Heath Place
- Marvin A. Schilder (1973), B.B.A. (City Coll. of New York)
Assistant Professor of Community Health Sciences 3920 Saint Marks Road
- Herbert J. Schmidt (1975), M.D. (Missouri)
Associate in Obstetrics and Gynecology 3912 Shoccoree Drive
- Margaret C. Schmidt (1974), M.A. (Louisville)
Associate in Pathology 5814 Scalybark Road
- Knut Schmidt-Nielsen (1952), Ph.D. (Copenhagen)
*James B. Duke Professor of Physiology in the
 Department of Zoology* c/o Zoology Department
- ¹⁸⁵Eugene S. Schneller (1972), B.A. (C.W. Post College)
*Assistant Professor of Community Health Sciences and
 Assistant Professor of Sociology* Apartment 20-C
 2836 Chapel Hill Road
- David W. Schomberg (1968), Ph.D. (Purdue)
*Associate Professor of Obstetrics and Gynecology and
 Assistant Professor of Physiology* Route 1, Box 304A
- James Morse Schooler, Jr. (1970), Ph.D. (Wisconsin)
Assistant Professor of Physiology 410 Pekoe Avenue
- ¹⁸⁶Charles H. Scoggin (1973), M.D. (Colorado)
Associate in Medicine 111 Harrison Street
 Denver, Colorado
- Anne Firor Scott (1961), Ph.D. (Radcliffe)
Professor of History 1028 Highland Woods
 Chapel Hill, N. C.
- David William Scott (1971), Ph.D. (Yale)
Associate Professor of Immunology 3203 Winfield Drive
- Jean A. Scott (1974), Ph.D. (Harvard)
Assistant Professor of History Apartment I-28
 2752 Middleton Street
- William Evans Scott (1958), Ph.D. (Yale)
Professor of History 3064-C Colony Road
- Richard A. Scoville (1961), Ph.D. (Yale)
Associate Professor of Mathematics 2114 Sprunt Street
- Daniel C. Scullin, Jr. (1974), M.D. (Ohio State)
Associate in Medicine 2518 Preston Avenue
- Judy H. Seaber (1969), B.A. (Emory)
Assistant Clinical Professor of Ophthalmology Richmond Downs Farm
 Hillsborough, N. C.
- Will Camp Sealy (1946), M.D. (Emory)
Professor of Thoracic Surgery 2232 Cranford Road
- Richard B. Searles (1965), Ph.D. (California at Berkeley)
Associate Professor of Botany 1800 Woodburn Road
- Hilliard Foster Seigler (1967), M.D. (North Carolina)
Associate Professor of Surgery and Associate Professor of Immunology 4006 King Charles Road
- James Hustead Semans (1953), M.D. (Johns Hopkins)
Professor of Urology 1415 Bivins Street
- Donald Serafin (1974), M.D. (Duke)
*Assistant Professor of Plastic and Maxillofacial Surgery
 in the Department of Surgery* 824 Anderson Street

¹⁸⁴Through 12-31-74.

¹⁸⁵Through 6-30-75.

¹⁸⁶Leave of absence 7-1-74 through 6-30-76.

- Gerald A. Serwer (1974), M.D. (Duke)
Associate in Pediatrics 3805 Hillgrand Avenue
- Stuart M. Sessoms (1968), M.D. (Med. Coll. of Virginia)
Professor of Medicine and Professor of Health Administration 3432 Dover Road
- Catherine M. Severns (1971), Certificate in Nursing (Yale)
Associate in the Department of Community Health Sciences Apartment 12
2117 Bedford Street
- Edward J. Shaughnessy, Jr. (1975), Ph.D. (Virginia)
Assistant Professor of Mechanical Engineering 805 Duluth Street
- Barbara R. Shaw (1975), Ph.D. (Washington)
Assistant Professor of Chemistry Apartment 202
3525 Mayfair Street
- John D. Shelburne (1973), Ph.D. (Duke)
Assistant Professor of Pathology 4302 Malvern Road
- Gary Wayne Sheldon (1975), M.D. (St. Louis Univ.)
Associate in Obstetrics and Gynecology 100 Forestwood Drive
- Marion L. Shepard (1967), Ph.D. (Iowa State)
Associate Professor of Mechanical Engineering 3421 Pinafore Drive
- M. Bruce Shields (1974), M.D. (Oklahoma Univ.)
Assistant Professor of Ophthalmology 2713 Spencer Street
- Melvin G. Shimm (1953), LL.B. (Yale)
Professor of Law 2429 Wrightwood Avenue
- Kitty Shimoni (1974), M.D. (Univ. of Zurich)
Associate in Community Health Sciences 609 Tinkerbell
Chapel Hill, N. C.
- William Warner Shingleton (1947), M.D. (Bowman Gray)
Professor of Surgery 3866 Somerset Drive
- Joseph Robert Shoenfield (1952), Ph.D. (Michigan)
Professor of Mathematics Apartment 2-G
311 LaSalle Street
- Romesh Kumar Shonek (1970), M.A. (Punjab Univ.)
Lecturer in Hindi-Urdu 5602 Greenbay Drive
- ¹⁸⁷William Derek Shows (1967), Ph.D. (Duke)
Assistant Professor of Medical Psychology in the 310 South West Street
Department of Psychiatry and Lecturer in Psychology Cary, N. C.
- Brij B. Shrivastav (1974), Ph.D. (Western Ontario, Canada)
Adjunct Assistant Professor of Physiology and Pharmacology 846 Louise Circle
- R. Baird Shuman (1962), Ph.D. (Pennsylvania)
Professor of Education 433 Green Street
- ¹⁸⁸James B. Sidbury (1961), M.D. (Columbia)
Professor of Pediatrics 4044 Nottaway Road
- Lewis Siegel (1968), Ph.D. (Johns Hopkins)
Associate Professor of Biochemistry 3006 Glendale Avenue
- Ilene C. Siegler (1974), Ph.D. (Syracuse)
Associate in Medical Psychology in the Department of Psychiatry Apartment C
3080 Colony Road
- Herbert O. Sieker (1955), M.D. (Washington)
Professor of Medicine 3949 Plymouth Road
- ¹⁸⁹Bernard Silberman (1967), Ph.D. (Michigan)
Professor of History 21 Heath Place
- Harold Silberman (1962), M.D. (Washington Univ.)
Professor of Medicine 2718 Princeton Drive
- ¹⁹⁰Donald Silver (1964), M.D. (Duke)
Professor of Surgery and Associate Professor of Pediatrics 3826 Regent Road
- George Addison Silver III (1946), M.D. (Duke)
Associate Professor of Psychiatry 3910 Dover Road
- Sidney A. Simon (1974), Ph.D. (Northwestern)
Adjunct Assistant Professor of Physiology and Pharmacology and 1617 Pinecrest Drive
Associate in Anesthesiology 603 Brookview Road
Chapel Hill, N. C.
- ¹⁹¹Kathleen J. Simpson (1970), M.S. (North Carolina at Chapel Hill)
Instructor in Physical Education 2614 Legion Avenue
- Leroy C. Skinner (1959), M.A. (Maryland)
Associate Professor of Physical Education 416 Argonne Drive

¹⁸⁷Sabbatical leave 7-1-75 through 6-30-76.

¹⁸⁸Leave of absence 9-1-75 through 8-31-77.

¹⁸⁹Through 8-31-75.

¹⁹⁰Through 2-28-75.

¹⁹¹Through 8-31-75

- ¹⁹²Jay S. Skyler (1972), M.D. (Jefferson Med. Coll.)
Assistant Professor of Medicine 4231-B American Drive
 Theodore A. Slotkin (1971), Ph.D. (Rochester)
Associate Professor of Physiology and Pharmacology 604 Duluth Street
 Carol Ann Smith (1974), Ph.D. (Stanford)
Associate Professor of Anthropology 512 Bonair Avenue
 Constance Smith (1973), M.Nurs. (Washington)
Assistant Professor of Nursing Apartment E-16
 1829 Front Street
- ¹⁹³David Alexander Smith (1962), Ph.D. (Yale)
Associate Professor of Mathematics 2032 West Club Boulevard
 Donald S. Smith II (1961), M.H.A. (Minnesota)
Assistant Professor of Hospital Administration 4167 Deepwood Circle
 Dwight Moody Smith, Jr. (1965), Ph.D. (Yale)
Professor of New Testament Interpretation 2728 Spencer Street
 Grover C. Smith (1952), Ph.D. (Columbia)
Professor of English 215 West Woodridge Drive
- ¹⁹⁴Harmon L. Smith (1959), Ph.D. (Duke)
Professor of Moral Theology in the Divinity School and
Professor of Community Health Sciences 3510 Randolph Road
 James B. Smith, Jr. (1969), M.M. (Union Theological Seminary)
Lecturer in Music 2500 Glendale Avenue
 Joel Smith (1958), Ph.D. (Northwestern)
Professor of Sociology 4 Stoneridge Circle
 L. P. Smith (1967), M.S. (Massachusetts Inst. of Tech.)
Assistant Professor of Mathematics 3505 Rugby Road
 Peter Smith (1959), Ph.D. (Cambridge)
Professor of Chemistry 2711 Circle Drive
 Ralph E. Smith (1970), Ph.D. (Colorado)
Associate Professor of Virology in the Department of
Microbiology and Immunology 4146 Deepwood Circle
 R. Kent Smith, Jr. (1975), Ph.D. (Maryland)
Assistant Professor and Research Associate of Physics 904 West Murray Avenue
 Thomas Allan Smith (1970), M.D. (Vanderbilt)
Associate in Psychiatry 25 Glendale Road
 Asheville, N. C.
- ¹⁹⁵Wade K. Smith (1972), M.D. (Johns Hopkins)
Associate in Immunology and Associate in Medicine 922 Urban Avenue
 Wirt W. Smith (1957), M.D. (Texas)
Associate Professor of Experimental Surgery 3301 Surrey Road
 Frank M. Smullin (1972), M.F.A. (Queens Coll.)
Instructor in Art 918 Green Street
 Ralph Snyderman (1971), M.D. (State Univ. of New York)
Associate Professor of Medicine and Associate Professor of Immunology 2600 Princeton Avenue
- ¹⁹⁶George G. Somjen (1963), M.D. (Amsterdam)
Professor of Physiology and Lecturer in the Department of Psychology 6509 Hunters Lane
 Joachim R. Sommer (1957), M.D. (Munich)
Professor of Pathology 2724 Sevier Street
 Ali Soroush (1975), M.D. (Isfahan, Iran)
Associate in Medicine Apartment 14-F
 2748 Middleton Street
 Madison S. Spach (1958), M.D. (Duke)
Professor of Pediatrics and Associate Professor of Physiology 2632 McDowell Street
 Dorothy Spangler (1954), M.A. (North Carolina)
Associate Professor of Physical Education Apartment M
 2729 Brown Avenue
 Bertel M. Sparks (1966), S.J.D. (Michigan)
Professor of Law 1707 Woodburn Road
 Curtis F. Spencer (1975), M.S. (North Carolina A&T)
Visiting Assistant Professor of Aerospace Studies 3702 Suffolk Street
 Alexander Spock (1962), M.D. (Maryland)
Associate Professor of Pediatrics 515 Duluth
 Thomas Spragens (1968), Ph.D. (Duke)
Associate Professor of Political Science 227 Forestwood Drive

¹⁹²Leave of absence 7-1-73 through 6-30-75.

¹⁹³Sabbatical leave 1975-76.

¹⁹⁴Sabbatical leave, spring 1975-76.

¹⁹⁵Through 12-31-74

¹⁹⁶Sabbatical leave, fall 1975-76.

- Carol B. Stack (1975), Ph.D. (Illinois)
Assistant Professor of Policy Sciences and Anthropology 2041 Englewood Avenue
- Olaf Stackelberg (1963), Ph.D. (Minnesota)
Associate Professor of Mathematics 2101 West Club Boulevard
- John Staddon (1967), Ph.D. (Harvard)
Professor of Psychology 2719 McDowell Street
- Nancy H. Stafford (1973), B.S. (Indiana)
Associate in Physical Therapy Flint Ridge, Apartment 102
Hillsborough, N. C.
- William J. Stambaugh (1961), Ph.D. (Yale)
Professor of Forest Pathology 3211 Sherbon Drive
- D. Keith Stanley, Jr. (1961), Ph.D. (Johns Hopkins)
Associate Professor of Classical Studies Box 171, Mount Sinai Road
- Charles Frank Starmer (1966), Ph.D. (North Carolina)
Associate Professor of Computer Science and Assistant Professor of Medicine (Computer Science) Route 7, Gray Bluff Trail
Chapel Hill, N. C.
- W. K. Stars (1966), M.A. (North Carolina)
Associate Professor of Art 1916 Glendale Avenue
- Eugene Anson Stead, Jr. (1947), M.D. (Emory)
Florence McAlister Professor of Medicine 2122 Campus Drive
- Nancy W. Stead (1975), M.D. (Duke)
Associate in Medicine 808 Louise Circle
- David M. Steegar (1971), Ph.D. (Toronto)
Assistant Professor of Romance Languages 5401 Old Well Street
Apartment R-5
- Charlotte Stefanics (1974), M.S. (Ohio State)
Instructor in Nursing 2808 Croasdaile Drive
Apartment 11
- Howard Mark Steinman (1972), Ph.D. (Yale)
Associate in Biochemistry 501 Dupont Circle
- David C. Steinmetz (1971), Th.D. (Harvard)
Associate Professor of Church History and Doctrine 2517 Wrightwood Avenue
- ¹⁴⁷Henry R. Stern (1968), Ph.D. (Northwestern)
Assistant Professor of German Apartment 3-E
311 South LaSalle Street
- Philip Robert Stewart (1972), Ph.D. (Yale)
Associate Professor of Romance Languages 522 Wofford Road
- Delford L. Stickel (1962), M.D. (Duke)
Professor of Surgery 3108 Devon Road
- Otto George Stolz (1972), J.D. (Virginia)
Professor of Law Route 1, Box 249, St. Mary's Road
Hillsborough, N. C.
- Alan A. Stone (1975), Ph.D. (Washington)
Assistant Professor of History 2106 Strebor Road
- Deborah Ann Stone (1974), B.A. (Michigan)
Lecturer in Policy Sciences and Political Sciences 224 West Trinity Avenue
- Donald E. Stone (1963), Ph.D. (California at Berkeley)
Professor of Botany 2706 Spencer Street
Apartment A-3
- Virginia Stone (1966), Ph.D. (North Carolina)
Professor of Nursing 1829 Front Street
Route 1, Box 288
- Woodhall Stopford (1973), M.D. (Harvard)
Assistant Professor of Community Health Sciences Hillsborough, N. C.
- ¹⁴⁸Kenneth B. Storey (1974), Ph.D. (British Columbia)
Assistant Professor of Zoology Apartment E-8
3600 Tremont Drive
- ¹⁴⁹Boyd R. Strain (1969), Ph.D. (California at Los Angeles)
Associate Professor of Botany 2610 Oberlin Drive
- Victor H. Strandberg (1966), Ph.D. (Brown)
Associate Professor of English 2709 Augusta Drive
- Harold C. Strauss (1972), M.D. (McGill)
Assistant Professor of Medicine and Assistant Professor of Pharmacology 2403 Wrightwood Avenue
- Timothy Lee Strickler (1973), Ph.D. (Chicago)
Assistant Professor of Anatomy 2911 Sparger Road
- Howard A. Strobel (1948), Ph.D. (Brown)
Professor of Chemistry 1119 Woodburn Road

¹⁴⁷Through 8-31-75.

¹⁴⁸Leave of absence 1975-76

¹⁴⁹Sabbatical leave 1975-76

- ²⁰⁰Richard G. Stuelke (1972), M.D. (Iowa)
Assistant Professor of Community Health Sciences 508 Fulton Road
 Raymond Sturmer (1975), M.D. (Georgetown)
Assistant Professor of Pediatrics 1905 Erwin Road
 Rick Suberman (1975), M.D. (North Carolina at Chapel Hill) 510 East Franklin Street
Assistant Professor of Radiology and Associate in Pediatrics Chapel Hill, N. C.
- ²⁰¹Arthur L. Sullivan (1974), Ph.D. (Cornell)
Assistant Professor of Regional Land Use Planning in Forestry Box 9, Route 3
 Hillsborough, N. C.
 James Bolling Sullivan (1970), Ph.D. (Texas)
Assistant Professor of Biochemistry 200 Craven Street
 Beaufort, N. C.
 John L. Sullivan (1973), M.D. (Johns Hopkins)
Assistant Professor of Psychiatry Apartment L-5
 901 Chalk Level Road
 Robert J. Sullivan, Jr. (1974), M.D. (Cornell)
Assistant Professor of Community Health Sciences 306 Highview Drive
and Assistant Professor of Medicine Chapel Hill, N. C.
 Elizabeth Read Sunderland (1939-42; 1943), Ph.D. (Radcliffe)
Professor of Art 6416 College Station
 412 Ann Street
 Beaufort, N. C.
- ²⁰²John P. Sutherland (1969), Ph.D. (California at Berkeley)
Assistant Professor of Zoology
- ²⁰³Robert H. Svenson (1973), M.D. (Chicago)
Associate in Medicine 1021 Chalk Level Road
 Louis Earl Swanson (1949), A.B. (Hamline)
Associate Professor of Hospital Administration 2418 Wrightwood Avenue
 Charles Ford Sydnor (1972), M.D. (Virginia)
Assistant Professor of Ophthalmology Route 2, Box 251-A
 Snow Camp, N. C.
 Ingeborg Hildebrand Talton (1968), M.D. (Med. School, Giessen, Germany)
Associate Professor of Anesthesiology 2725 Montgomery Street
- ²⁰⁴Charles Tanford (1960), Ph.D. (Princeton)
James B. Duke Professor of Physical Biochemistry 1430 North Mangum Street
 Robert Earl Taylor (1974), Ph.D. (North Carolina at Chapel Hill)
Assistant Professor of Business Administration 1727 Allard Road
 Chapel Hill, N. C.
 John TePaske (1967), Ph.D. (Duke)
Professor of History 15 Heath Place
 Marcel Tetel (1960), Ph.D. (Wisconsin)
Professor of Romance Languages 1804 Woodburn Road
 Robert J. Thompson, Jr. (1975), Ph.D. (North Dakota)
Assistant Professor of Medical Psychology in the Department of Psychiatry and Associate in
Medical Psychology in the Department of Pediatrics 2516 Alpine Road
 Thomas T. Thompson (1970), M.D. (Med. Coll. of Virginia)
Associate Professor of Radiology and Assistant Professor of
Community Health Sciences 3412 Ogburn Court
 William M. Thompson (1974), M.D. (Pennsylvania)
Assistant Professor of Radiology 3920 Hope Valley Road
 Frederick L. Thurstone (1967), Ph.D. (North Carolina State)
Professor of Electrical Engineering and Professor of Biomedical Engineering 2532 Sevier Street
 John Philip Tindall (1966), M.D. (Duke)
Professor of Medicine 4039 King Charles Road
 Frank Tirro (1973), Ph.D. (Chicago)
Associate Professor of Music 3816 Pickett Road
 Edward A. Tiryakian (1965), Ph.D. (Harvard)
Professor of Sociology 1523 Hermitage Court
 C. Craig Tisher (1969), M.D. (Washington Univ.)
Associate Professor of Medicine and Associate Professor of Pathology 3825 Nottaway Road
 Bert R. Titus (1961), C.P.O.
Associate Professor of Orthotics and Prosthetics 225 West Woodridge Drive
 H. Dennis Tolley (1974), Ph.D. (North Carolina at Chapel Hill)
Assistant Professor of Community Health Sciences and
Assistant Professor of Biomedical Engineering Route 3, Box 301

²⁰⁰Through 6-13-75.

²⁰¹Through 8-31-75.

²⁰²Sabbatical leave, spring 1975-76.

²⁰³Through 6-30-75.

²⁰⁴Sabbatical leave, fall 1975-76.

- Russell F. Tomlinson (1962), Ph.D. (Florida)
*Assistant Professor of Medical Psychology in the
Department of Psychiatry* 401 Holly Lane
Chapel Hill, N. C.
- Daniel C. Tosteson (1961), M.D. (Harvard)
Visiting Professor of Physiology 5645 South Woodlawn Avenue
Chicago, Illinois
- ²⁰⁵Magdalena B. Tosteson (1974), Licenciada (Buenos Aires)
Research Associate and Adjunct Assistant Professor of Physiology 5645 South Woodlawn Avenue
Chicago, Illinois
- Paul S. Toth (1975), B.A. (Kent State Univ.)
Associate in Community Health Sciences 3607 Mossdale Avenue
- ²⁰⁶Ara Y. Tourian (1969), M.D. (Iowa)
Associate Professor of Medicine 1018 Demerius
Box 262, Route 7, Parker Road
Chapel Hill, N. C.
- Edward Tower (1974), Ph.D. (Harvard)
Associate Professor of Economics 603 Long Leaf Drive
Chapel Hill, N. C.
- V. G. Trembl (1967), Ph.D. (North Carolina)
Professor of Economics 1400 Welcome Circle
Apartment 4
1935 Southwood Drive
- Richard J. Trilling (1970), Ph.D. (Wisconsin)
Assistant Professor of Political Science 4021 Bristol Road
Apartment 17-L
1315 Morreene Road
1908 Overland Drive
Chapel Hill, N. C.
- Kishor Trivedi (1975), Ph.D. (Illinois)
Assistant Professor of Computer Science 3507 Eastis Drive
- William S. Trought (1975), M.D. (Tufts)
Assistant Professor of Radiology 1115 Woodburn Road
Apartment B-11
1829 Front Street
- Yuet Tsui (1972), Ph.D. (Duke)
Assistant Professor of Civil Engineering 2709 Dogwood Road
- Paul C. Tucek (1974), D.V.M. (Illinois)
Associate in Pathology 810 East Forest Hills Boulevard
- Vance Tucker (1964), Ph.D. (California at Los Angeles)
Professor of Zoology 3306 Rollings Hills
- Arlin Turner (1953), Ph.D. (Texas)
James B. Duke Professor of English 3916 Linden Terrace
Apartment 37-A
854 Louise Circle
- Mary Neville Turner (1971), M.S.N. (Yale)
Assistant Professor of Nursing 5414 Beaumont Drive
- Richard Lovejoy Tuthill (1953), Ed.D. (Columbia)
Professor of Economic Geography 3918 Dover Road
Apartment 18-C
311 Shannon Road
- Malcolm P. Tyor (1955), M.D. (Duke)
Professor of Medicine 1706 Shawnee Street
- Lee Tyrey (1970), Ph.D. (Illinois)
*Assistant Professor of Obstetrics and Gynecology
and Assistant Professor of Anatomy* 1702 Woodburn Road
- Raymond U (1967), Ph.D. (Kyoto Univ.)
Assistant Professor of Radiology 1007 Minerva Avenue
- Luella Jane Uhrhane (1947), M.P.H. (North Carolina at Chapel Hill)
Assistant Professor of Health Education 12 Forest Ridge Place
- Bruno J. Urban (1972), M.D. (Univ. of Cologne, Germany)
*Associate Professor of Anesthesiology and Assistant Professor
of Neurosurgery* 1533 Hermitage Court
- James R. Urbaniak (1969), M.D. (Duke)
Associate Professor of Orthopaedics 2215 West Club Boulevard
- Senol Utku (1970), Sc.D. (Massachusetts Inst. of Tech.)
Professor of Civil Engineering
- Arturo Valenzuela (1970), Ph.D. (Columbia)
Assistant Professor of Political Science
- William W. Van Alstyne (1964), LL.B. (Stanford)
William R. Perkins Professor of Law
- Thomas C. Vanaman (1970), Ph.D. (Duke)
Associate Professor of Microbiology
- James H. Vander Weide (1972), Ph.D. (Northwestern)
Assistant Professor of Management Sciences
- Vartan Vartanian (1961), M.D. (Cluj Univ., Rumania)
Professor of Anesthesiology
- James W. Vaupel (1972), M.P.P. (Harvard)
Lecturer in Policy Sciences

²⁰⁵Through 9-1-75.

²⁰⁶Leave of absence 7-1-75 through 6-30-76.

John M. Vernon (1966), Ph.D. (Massachusetts Inst. of Tech.) <i>Professor of Economics</i>	1001 Gloria Avenue
Adriaan Verwoerd (1962), M.D. (Amsterdam) <i>Professor of Psychiatry</i>	2747 Sevier Street
Fred H. Vesel (1975), M.S. (Purdue) <i>Visiting Assistant Professor of Aerospace Studies</i>	510 Ashley Court Chapel Hill, N. C.
Aleksandar S. Vesic (1964), D.Sc. (Belgrade) <i>J. A. Jones Professor of Civil Engineering</i>	1722 Duke University Road
P. Aarne Vesilind (1970), Ph.D. (North Carolina) <i>Associate Professor of Civil Engineering and Associate Professor of Environmental Studies in the School of Forestry and Environmental Studies</i>	513 Lake Shore Lane Chapel Hill, N. C.
Elia E. Villaneuva (1969), M.A. (Duke) <i>Associate Professor of Physical Therapy</i>	Route 7, Huse Street
Patrick R. Vincent (1954), Ph.D. (Johns Hopkins) <i>Associate Professor of Romance Languages</i>	1635 Marion Avenue Route 1, Box 307-1
F. Stephen Vogel (1961), M.D. (Western Reserve) <i>Professor of Pathology</i>	Murphy School Road
Steven Vogel (1966), Ph.D. (Harvard) <i>Associate Professor of Zoology</i>	1212 Woodburn Road
Robin T. Vollmer (1975), M.D. (Duke) <i>Assistant Professor of Pathology</i>	4315 Sunny Court Apartment 3-B
Michael R. Volvow (1972), M.D. (Seton Hall Coll. of Med.) <i>Associate in Psychiatry</i>	200 Seven Oaks Road
Patrick L. Von Behren (1975), Ph.D. (Iowa) <i>Instructor and Research Associate in Physics</i>	2426 Pickett Road
Olaf T. von Ramm (1974), Ph.D. (Duke) <i>Assistant Professor of Medicine and Assistant Professor of Biomedical Engineering</i>	120 West Seeman Street
Howard Wachtel (1968), Ph.D. (New York Univ.) <i>Associate Professor of Biomedical Engineering and Assistant Professor of Physiology</i>	3212 Sherbon Drive
Joseph A. C. Wadsworth (1965), M.D. (Duke) <i>Professor of Ophthalmology</i>	1532 Pinecrest Road
John P. Waggoner, Jr. (1957), B.D. (Duke), B.S. in L.S. (North Carolina) <i>Associate Professor in the Faculty of Arts and Sciences and Associate Librarian</i>	2812 Devon Road
Galen Strohm Wagner (1970), M.D. (Duke) <i>Assistant Professor of Medicine</i>	3415 Cromwell Road
Joseph Lawrence Wagner (1972), D.V.M. (Ohio State) <i>Assistant Professor of Microbiology and Immunology</i>	Route 7, Box 61
Stephen A. Wainwright (1964), Ph.D. (California at Berkeley) <i>Associate Professor of Zoology</i>	3812 Dover Road
William D. Walker (1971), Ph.D. (Cornell) <i>Professor of Physics</i>	907 Green Street
Andrew G. Wallace (1964), M.D. (Duke) <i>Walter Kempner Professor of Medicine and Assistant Professor of Physiology</i>	3413 Rugby Road
T. Dudley Wallace (1974), Ph.D. (Chicago) <i>Professor of Economics</i>	2425 Wrightwood Avenue
Michael A. Wallach (1962-72; 1973), Ph.D. (Harvard) <i>Professor of Psychology</i>	14 Heath Place
Abe Walston II (1969), M.D., LL.B. (Duke) <i>Assistant Professor of Medicine</i>	4612 Hunter Ridge Trail
Richard L. Walter (1962), Ph.D. (Notre Dame) <i>Professor of Physics</i>	1614 Woodburn Road
Hsioh-Shan Wang (1965), M.B. (National Taiwan Univ. Med. Coll.) <i>Associate Professor of Psychiatry</i>	2832 McDowell Road
Paul P. Wang (1968), Ph.D. (Ohio State) <i>Professor of Electrical Engineering</i>	2709 Montgomery Street
Calvin Lucian Ward (1952), Ph.D. (Texas) <i>Associate Professor of Zoology</i>	1726 Duke University Road
Frances Ward (1969), Ph.D. (Brown) <i>Associate Professor of Microbiology and Immunology and Assistant Professor of Experimental Surgery</i>	424 Carolina Circle
Bruce W. Wardrop (1962), Ph.D. (Pennsylvania) <i>William H. Wannamaker Professor of Romance Languages</i>	3443 Rugby Road

- ²⁰⁷Dennis Warner (1973), Ph.D. (Stanford)
Assistant Professor of Civil Engineering 2739 Montgomery Street
- Seth L. Warner (1955), Ph.D. (Harvard)
Professor of Mathematics 2433 Wrightwood Avenue
- ²⁰⁸Alvin C. Warren, Jr. (1973), J.D. (Chicago)
Associate Professor of Law 1726 Allard Road
Chapel Hill, N. C.
- David G. Warren (1975), J.D. (Duke)
Professor of Health Administration 5112 Wessling Lane
Bethesda, Maryland
- J. B. Watkins (1974), A.B. (Duke)
Visiting Assistant Professor of Naval Science 117 Lansbury Drive
- Richard Lyness Watson, Jr. (1939), Ph.D. (Yale)
Professor of History 109 Pinecrest Road
- ²⁰⁹Robert Andrew Waugh (1972), M.D. (Pennsylvania)
Assistant Professor of Medicine 4606 Norwood Drive
Chevy Chase, Maryland
- Robert E. Webster (1970), Ph.D. (Duke)
Associate Professor of Biochemistry 3720 Saint Marks Road
- Andrew S. Wechsler (1974), M.D. (State Univ. of New York, Downstate Med Center)
Assistant Professor of Surgery and Assistant Professor of Physiology 1110 Sandlewood Drive
- ²¹⁰John C. Weed, Jr. (1973), M.D. (Tulane)
Assistant Professor of Obstetrics and Gynecology 4023 Deepwood Circle
- ²¹¹Benjamin F. Weeks (1972), M.S. (Clemson)
Visiting Assistant Professor of Aerospace Studies 1719 Euclid Road
- John L. Weinerth (1974), M.D. (Harvard)
Assistant Professor of Urology in the Department of Surgery 3102 Doubleday Place
- E. Roy Weintraub (1970), Ph.D. (Pennsylvania)
Associate Professor of Economics 1601 Hermitage Court
Apartment 3
- Morris Weisfeld (1967), Ph.D. (Yale)
Professor of Mathematics 914 Monmouth Avenue
- John C. Weistart (1969), J.D. (Duke)
Professor of Law 3818 Darby Road
- Henry Weitz (1950), Ed.D. (Rutgers)
Professor of Education 2716 Circle Drive
- Richard L. Wells (1962), Ph.D. (Indiana)
Professor of Chemistry 3421 Cromwell Road
- Samuel A. Wells, Jr. (1970), M.D. (Emory)
Associate Professor of Surgery and Assistant Professor of Immunology 2501 Wrightwood
- Paul Welsh (1948), Ph.D. (Cornell)
Professor of Philosophy 2749 Dogwood Road
- Selman I. Welt (1975), M.D. (North Carolina)
Associate in Obstetrics and Gynecology 3817 Hillgrand
- Martha L. Wertz (1960), M.S.W. (Tulane)
Assistant Professor of Psychiatric Social Work 2717 Augusta Drive
- Robert A. Westbrook (1975), Ph.D. (Michigan)
Assistant Professor of Business Administration 2451 Honeysuckle Road
Chapel Hill, N. C.
- John H. Westerhoff III (1974), Ed.D. (Columbia)
Associate Professor of Religion and Education 3510 Racine Street
- Joseph Cable Wetherby (1947), M.A. (Wayne)
Associate Professor of English 2604 Sevier Street
- Robert Whalen (1961), M.D. (Cornell)
Professor of Medicine 3509 Westover Road
- Alan D. Whanger (1970), M.D. (Duke)
Associate Professor of Psychiatry 3316 Dixon Road
- ²¹²Moody D. Wharam, Jr. (1974), M.D. (Virginia)
Assistant Professor of Radiology 519 Marshall Way
- Robert W. Wheat (1958), Ph.D. (Washington)
Professor of Microbiology and Assistant Professor of Biochemistry 2720 Montgomery Street
Apartment 13-C
- John K. Whisnant, Jr. (1974), M.D. (Bowman Gray)
Associate in Pediatrics 600-1 LaSalle Street
- Charles W. White (1970), Ph.D. (Stanford)
Assistant Professor of Psychology 2514 Nation Avenue

²⁰⁷Through 8-31-75

²⁰⁸Through 6-30-75

²⁰⁹Leave of absence 7-1-74 through 6-30-76.

²¹⁰Through 6-30-75

²¹¹Through 8-11-75.

²¹²Through 8-31-75

- Eleanor M. White (1975), M.S. (California at San Francisco)
*Assistant Professor of Nursing and Assistant Professor of
 Psychiatric Nursing in the Department of Psychiatry* 1503 The Oaks Apartments
 Chapel Hill, N. C.
- Fred M. White (1959), M.F. (Duke)
Assistant Professor of Silviculture 3323 Rolling Hills Road
 Hillsborough, N. C.
- Richard Alan White (1963), Ph.D. (Michigan)
Professor of Botany 611 Watts Street
 Route 7
- Suzanne White (1970), M.A. (California at Los Angeles)
Instructor in Physical Education 122 Landsbury Drive
- ²¹³Willamay Whitner (1969), Ed.D. (Columbia)
Professor of Nursing 1504 Cumberland Road
 Chapel Hill, N. C.
- Frances K. Widmann (1971), M.D. (Western Reserve)
Associate Professor of Pathology Apartment D
- Richard Herbert Wiebe (1972), M.D. (Saskatchewan)
Assistant Professor of Obstetrics and Gynecology 3090 Colony Road
- ²¹⁴Pamela Torr Wiesenfeld (1975), M.S. (Duke)
Adjunct Associate in Physical Therapy Apartment 5-F
- Henry M. Wilbur (1973), Ph.D. (Michigan)
Assistant Professor of Zoology 624 LaSalle Street
 Hillsborough, N. C.
- Karl Milton Wilbur (1946), Ph.D. (Pennsylvania)
James B. Duke Professor of Zoology Apartment 6-C
- Robert L. Wilbur (1957), Ph.D. (Michigan)
Professor of Botany 1600 Anderson Street
- Pelham Wilder, Jr. (1949), Ph.D. (Harvard)
*Professor of Chemistry and Professor of Pharmacology
 in the Department of Physiology and Pharmacology* 2613 Stuart Drive
- Catherine M. Wilfert (1969), M.D. (Harvard)
*Associate Professor of Pediatrics, and Associate Professor
 of Clinical Virology in the Department of Microbiology and Immunology* 2514 Wrightwood Avenue
- Robert F. Wilfong (1975), M.D. (Duke)
Assistant Professor of Neurosurgery in the Department of Surgery Route 2, Piney Mountain Road
 Chapel Hill, N. C.
- Robert H. Wilkinson (1967), M.D. (Washington Univ.)
Associate Professor of Radiology 309 West Delafield Street
- William E. Wilkinson (1975), Ph.D. (North Carolina at Chapel Hill)
Assistant Professor of Community Health Sciences 3519 Courtland Drive
- Hilda Pope Willett (1948), Ph.D. (Duke)
Professor of Bacteriology 2013 North Lake Shore Drive
 Chapel Hill, N. C.
- Dorothy Williams (1971), B.S. (Richmond)
Instructor in Mathematics 901 Wakestone Circle
 Raleigh, N. C.
- George Walton Williams (1957), Ph.D. (Virginia)
Professor of English 2622 Lombard Avenue
- Redford Brown Williams, Jr. (1972), M.D. (Yale)
*Associate Professor of Psychiatry and Assistant Professor
 of Medicine* 6 Sylvan Road
- William Hailey Willis (1963), Ph.D. (Yale)
Professor of Greek in the Department of Classical Studies 2742 Circle Drive
- James F. Wilson (1967), Ph.D. (Ohio State)
Associate Professor of Civil Engineering 1007 Vickers Avenue
- ²¹⁵James W. Wilson (1969), Ph.D. (Kentucky)
Assistant Professor of Pathology 1109 Archdale Road
- John Wilson (1968), D.Phil. (Oxford)
Associate Professor of Sociology 2711 Oberlin Drive
- Robert L. Wilson (1970), Ph.D. (Northwestern)
Research Professor of Church and Society 3130 Pickett Road
- Ruby L. Wilson (1959-70; 1971), Ed.D. (Duke)
*Professor of Nursing and Assistant Professor of
 Community Health Sciences* 237 Monticello Avenue
- ²¹⁶Thomas G. Wilson (1959), Sc.D. (Harvard)
Professor of Electrical Engineering 2436 Tryon Road
- Wilkie A. Wilson, Jr. (1974), Ph.D. (Duke)
Associate in Physiology 2721 Sevier Street
- 2403 West Club Boulevard

²¹³Through 8-31-75.

²¹⁴Through 4-25-75

²¹⁵Through 12-31-74.

²¹⁶Sabbatical leave 1975-76.

- William P. Wilson (1961), M.D. (Duke)
Professor of Psychiatry 1209 Virginia Avenue
- Cliff W. Wing, Jr. (1965), Ph.D. (Tulane)
Professor of Psychology 2722 Spencer Street
- ²¹⁷Orval Wintermute (1958), Ph.D. (Johns Hopkins)
Associate Professor of Religion and Lecturer in Old Testament 1103 North Duke Street
- ²¹⁸Dwayne A. Wise (1974), Ph.D. (Florida State Univ.)
Temporary Instructor in Zoology 5101 Lundy Drive
 Raleigh, N. C.
- Loren Ralph Withers (1949), M.S. (Julliard)
Professor of Music 2741 Dogwood Road
- Ronald G. Witt (1971), Ph.D. (Harvard)
Associate Professor of History 173 West Margaret Lane
 Hillsborough, N. C.
- Benjamin Wittels (1961), M.D. (Minnesota)
Professor of Pathology 2308 Prince Street
- Myron L. Wolbarsht (1968), Ph.D. (Johns Hopkins)
*Professor of Ophthalmology, Adjunct Associate Professor of Physiology, Adjunct
 Professor of Biomedical Engineering, and Lecturer in Psychology* 1435 Acadia Street
- Walter G. Wolfe (1972), M.D. (Temple)
Associate Professor of Surgery 410 Clayton Road
 Chapel Hill, N. C.
- Peter H. Wood (1975), Ph.D. (Harvard)
Associate Professor of History 107 Wake Street
 Hillsborough, N. C.
- Max Atkin Woodbury (1966), Ph.D. (Michigan)
*Professor of Biomathematics in Community Health
 Sciences and Professor of Computer Science* 4008 Bristol Road
- Nancy F. Woods (1972), M.S.N. (Washington)
Assistant Professor of Nursing 1320 Clermont Drive
- A. Lorraine Woodyard (1954), M.Ed. (North Carolina at Greensboro)
Associate Professor of Physical Education Apartment 26-L
 880 Louise Circle
- Boyd T. Worde (1958), M.D. (Tennessee)
Associate Professor of Radiology 2512 Sevier Street
- Joseph B. Workman (1971), M.D. (Maryland)
Associate Professor of Radiology 219 Country Club Drive
- Julia Ann Hedgepeth Wray (1955), M.F.A. (North Carolina at Greensboro)
Assistant Professor of Physical Education 911 Carver Street
- Donald Wright (1967), Ph.D. (Purdue)
Associate Professor of Mechanical Engineering 5302 Stephens Lane
- Chau H. Wu (1975), Ph.D. (Miami)
Adjunct Assistant Professor of Physiology and Pharmacology 879 Louise Circle
- James E. Wuenschel (1970), Ph.D. (Wisconsin)
Assistant Professor of Forest Ecology Route 1, Box 273-B
 Timberlake, N. C.
- James B. Wyngaarden (1956-65; 1967), M.D. (Michigan)
Hanes Professor of Medicine 3902 Regent Road
- Linda C. Wyrick (1972), Ph.D. (Arizona)
Assistant Professor of Medical Psychology in the Department of Psychiatry 3908 Wynford Road
- Allen M. Wyse (1974), Ph.D. (Illinois)
Assistant Professor of Economics Apartment C-2
 1430 Newcastle Road
- William S. Yamanashi (1973), Ph.D. (Massachusetts Inst. of Tech.)
Assistant Professor of Ophthalmology Ophthalmology Dept.
 P. O. Box 3802
- David O. Yandle (1967), Ph.D. (North Carolina State)
Associate Professor of Forest Mathematics 2612 McDowell Street
- William E. Yarger (1971), M.D. (Baylor)
*Assistant Professor of Medicine and Assistant
 Professor of Physiology and Pharmacology* 3406 Cambridge Road
- June-Zoo Yeh (1975), Ph.D. (Missouri)
Adjunct Assistant Professor of Physiology and Pharmacology 917 Lambeth Circle
- Barbara A. Yoder (1975), M.S. (Florida State Univ.)
*Associate in Psychiatric Recreation Therapy in the
 Department of Psychiatry* Route 1, Box 262, Lichen Creek Farm
 Timberlake, N. C.
- Karen Yoder (1974), M.N. (Emory)
Instructor in Nursing Apartment 1-K
 1315 Morreene Road
- William P. Yohe (1958), Ph.D. (Michigan)
Professor of Economics 4011 West Cornwallis Road

²¹⁷Sabbatical leave, spring 1975-76.

²¹⁸Through 5-31-75.

Frederick J. Yost (1975), Ph.D. (North Carolina at Chapel Hill) <i>Clinical Associate in the Department of Medicine</i>	320 Oak Street Carrboro, N. C.
Charles R. Young (1954), Ph. D. (Cornell) <i>Professor of History</i>	2929 Welcome Drive
Franklin W. Young (1968), Ph.D. (Duke) <i>Amos R. Kearns Professor of New Testament and Patristic Studies</i>	132 Pinecrest Road
W. Glenn Young, Jr. (1954), M.D. (Duke) <i>Professor of Surgery</i>	3718 Eton Road
John G. Younger (1974), Ph. D. (Cincinnati) <i>Assistant Professor of Classical Studies</i>	1414 Dollar Avenue
Julie H. Zalkind (1973), Ph.D. (Johns Hopkins) <i>Assistant Professor of Business Administration</i>	3918 Wynford Drive Apartment 103
Kathleen A. Zeitschel (1975), M.M.S. (Emory) <i>Associate in Physical Therapy</i>	3015 Weymouth Street
William W. K. Zung (1966), M.D. (Texas) <i>Professor of Psychiatry</i>	1816 Woodburn Road Apartment 17
²¹⁹ Jaime Zusman (1974), M.D. (Johns Hopkins) <i>Assistant Professor of Pediatrics</i>	2117 Bedford Street
Peter Zwadyk, Jr. (1971), Ph.D. (Iowa) <i>Associate Professor of Pathology and Assistant Professor of Microbiology</i>	4729 Stafford Drive
²²⁰ Hendrik J. Zweerink (1970), Ph.D. (Cornell) <i>Associate Professor of Virology in the Department of Microbiology and Immunology</i>	3206 Hadden Road

Adjunct Faculty and Part-Time Instructional Staff*

Metwally H. Abo-Hamd (1975), M.Sc. (Duke) <i>Part-time Instructor in Civil Engineering</i>	Apartment F-10 2200 Elder Street
Paul Wesley Aitken (1964), Th.M. (Duke) <i>Chaplain and Part-time Assistant Professor of Clinical Pastoral Education, Divinity</i>	2909 Harriman Drive P. O. Box 4066 Duke Station
Kathleen L. Allen (1975), M.A. (Duke) <i>Part-time Instructor in Romance Languages</i>	2928 Friendship Road Apartment 7-B 2818 Erwin Road
Marcelino Amaya (1966), M.D. (Nacional Automona de Mexico) <i>Assistant Professor of Psychiatry (part-time)</i>	
Phillip B. Anderson (1974), Ph. D. (Tennessee) <i>Part-time Lecturer in English</i>	
Andrew J. Angyal (1974), M.A. (Yale) <i>Graduate Tutor in English</i>	935 Lambeth Circle Apartment I 1708 Pace Street
Craig L. Asplund (1975), B.S. (Duke) <i>Part-time Instructor in Computer Science</i>	Route 2, Box 331 Rougemont, N. C.
Ray Barnett (1975), B.A. (Yale) <i>Part-time Instructor in Zoology</i>	Apartment A-15 700 Morreene Road
Guy A. Battle III (1974), M.A. (Indiana Univ.) <i>Part-time Instructor in Mathematics</i>	
Randall Bausor (1975), B.A. (Center Coll. of Kentucky) <i>Part-time Instructor in Economics</i>	1006 Virgie Street
Anna-Marie Beamud (1975), M.A. (State Univ. of New York, Albany) <i>Part-time Instructor in Romance Languages</i>	2519 Wilbon Street Apartment 50
Mark A. Beensee (1973), M.A. (Duke) <i>Part-time Instructor in Economics</i>	1000 North Duke Street
Robert M. Beecher (1975), B.A. (Virginia) <i>Part-time Instructor in Anthropology</i>	854-D Louise Circle
Elizabeth J. Bellamy (1973), M.A. (Duke) <i>Graduate Tutor in English</i>	911 Lambeth Circle Apartment 105
John A. Berning, Jr. (1974), M.A. (Duke) <i>Part-time Instructor in Mathematics</i>	312 North Buchanan Boulevard
Joseph M. Bishop (1975), M.Ed. (Duke) <i>Part-time Instructor in Education</i>	P. O. Box 3322

²¹⁹Through 10-25-75.

²²⁰Sabbatical leave 7-1-76 through 6-30-77.

* See also Medical School page 66.

Lewis de Veaux Blake III (1975), B.A. (Clemson) <i>Part-time Instructor in Mathematics</i>	Apartment 2-H 1315 Morreene Road
Ronald Bleier (1973), M.A. (Brooklyn Coll.) <i>Graduate Tutor in English</i>	Apartment 12 810 North Duke Street
Janet E. Blow (1975), B.A. (Wheaton Coll.) <i>Part-time Instructor in Classical Studies</i>	Apartment 3 308 North Buchanan Boulevard
Patrick Boudewyns (1975), Ph.D. (Wisconsin) <i>Lecturer in Psychology (part-time)</i>	101 Buena Vista Way Chapel Hill, N. C.
James R. Bowser (1974), B.S. (Clarion State Coll.) <i>Part-time Instructor in Chemistry</i>	2011 Bedford Street
Evelyn C. Bracy (1975), J.D. (Duke) <i>Part-time Instructor in Law</i>	1829 Front Street
Esther Brass (1975), B.A. (Hebrew Univ., Jerusalem) <i>Part-time Instructor in Psychology</i>	1004 ¹ / ₄ Burch Avenue
Anthony M. Brannon (1974), LL.B. (North Carolina at Chapel Hill) <i>Lecturer in Law and the Administration of Justice, in the Institute of Policy Sciences and Public Affairs (part-time)</i>	Route 1, Box 135, Snow Hill Road Bahama, N. C.
David S. Broder (1973), M.A. (Chicago) <i>Lecturer in Communications Policy in the Institute of Policy Sciences and Public Affairs (part-time)</i>	4024 North 27th Street Arlington, Virginia
Christopher C. Brown (1974), M.A. (Duke) <i>Graduate Tutor in English</i>	2330 Hilton Avenue P. O. Box 607 Garner, N. C.
Marvin Brown, Jr. (1961), Ph.D. (Pennsylvania) <i>Part-time Visiting Professor of History</i>	2808 Kilgore Avenue Raleigh, N. C.
Robert M. Butler (1975), M.A. (North Carolina State Univ.) <i>Graduate Tutor in English</i>	14 Braddock Circle 908 Dover Road Greensboro, N. C.
Shirley E. Callahan (1972), M.P.H. (North Carolina at Chapel Hill) <i>Part-time Associate in Community Health Sciences</i>	2107-A West Knox Street Apartment 1-1 1315 Morreene Road
David P. Campbell (1973), Ph.D. (Michigan) <i>Adjunct Professor of Psychology</i>	531 Marshall Way Apartment 31-A 2752 Middleton Street
Thomas Capps (1975), B.A. (Appalachian State) <i>Part-time Instructor in Chemistry</i>	Apartment 27 501 DuPont Drive 2720 Vanderbilt Avenue Greensboro, N. C.
Diane Chatfee (1975), B.A. (Wells College) <i>Part-time Instructor in Romance Languages</i>	612 Gattis Street
Jagdish Chandra (1974), Ph.D. (Rensselaer Polytechnic Inst.) <i>Adjunct Associate Professor of Mathematics</i>	857 Louise Circle
Golam W. Choudhury (1974), Ph.D. (Columbia) <i>Adjunct Professor of Political Science</i>	10 Old Chemistry
James Ciskowski (1975), B.S. (Worcester Polytechnic Institute) <i>Part-time Instructor in Chemistry</i>	913 North Buchanan Boulevard
Edgar W. Clark (1963), Ph.D. (California) <i>Adjunct Associate Professor of Forestry Entomology</i>	1016 Lakewood Avenue
Peter Clote (1975), B.S. (Massachusetts Institute of Technology) <i>Part-time Instructor in Mathematics</i>	4118 North River Street Arlington, Virginia
Jo Ann Cohen (1973), M.A. (Duke) <i>Part-time Instructor in Mathematics</i>	Apartment F-3-C 1500 Duke University Road Apartment J-6 3600 Tremont Drive
Robert Coles (1973), M.D. (Columbia) <i>Visiting Research Professor of Policy Sciences (part-time) and Visiting Research Professor of Psychiatry (part-time)</i>	919 Jerome Drive
Joseph L. Conroy (1974), M.A. (Duke) <i>Part-time Instructor in Mathematics</i>	2414 West Club Boulevard
Sharon Coolidge (1975), M.A. (Duke) <i>Graduate Tutor in English</i>	8 Holmes Circle
John A. D. Cooper (1974), Ph.D., M.D. (Northwestern) <i>Professor of the Practice of Health Policy in the Institute of Policy Sciences and Public Affairs (part-time)</i>	
Jack Corrado (1975), M.A. (Duke) <i>Part-time Instructor in Philosophy</i>	
Nicholas Cortese (1975), B.S. (Wake Forest) <i>Part-time Instructor in Chemistry</i>	
Philip Robert Cousin (1969), S.T.B. (Boston) <i>Visiting Lecturer in The Divinity School</i>	
Peter L. Craig (1973), B.A. (Lafayette Coll.) <i>Part-time Instructor in Philosophy</i>	
John Cabbage (1975), M.M. (Julliard) <i>Staff Associate in Music</i>	

Chicita F. Culberson (1971), Ph.D. (Duke) <i>Lecturer and Senior Research Associate in Botany</i>	Route 5, George King Road 405 Holly Lane Chapel Hill, N. C.
Junius A. Davis (1968), Ph.D. (Columbia) <i>Lecturer in Psychology</i>	2012 Glenwood Avenue Raleigh, N. C.
Robin R. Davis (1975), M.A. (North Carolina State Univ.) <i>Graduate Tutor in English</i>	5112 Stephens Lane
John W. Dawson (1974), Ph.D. (Washington) <i>Visiting Professor in Chemistry (part-time)</i>	2733 Spencer Street
John C. Detwiler (1966), Th.M. (Duke) <i>Assistant Chaplain Supervisor at Duke Medical Center and Instructor in Pastoral Care in The Divinity School</i>	P. O. Box 501 Wrightsville, Beach, N. C.
Walter D. DeVries (1973), Ph.D. (Michigan State Univ.) <i>Associate Professor of the Practice of Communications Policy and Public Affairs in the Institute of Policy Sciences and Public Affairs (part-time)</i>	Apartment 5-1 311 South LaSalle Street Apartment 15 2009 Southwood Drive
Virginia J. Dix (1974), M.A. (Duke) <i>Graduate Tutor in English</i>	2230 Lafayette Street
James A. Dumke (1970), M.Div. <i>Graduate Assistant in The Divinity School</i>	1006 Virgie Street
Norman A. Dunbar (1974), B.D. (Saint Vladimir's Orthodox Theology Seminar) <i>Graduate Assistant in The Divinity School</i>	312 Morreene Road
Kevin Dunleavy (1975), B.A. (Delaware) <i>Part-time Instructor in Economics</i>	222 West Woodridge Drive Apartment 3 1106 Alabama Avenue
John Dutton (1975), M.A.T. (Duke) <i>Part-time Instructor in Economics</i>	1604 Glendale Avenue
Thomas G. Dzubay (1969), Ph.D. (Minnesota) <i>Adjunct Assistant Professor of Physics</i>	1020 Demerius Street Route 1, Box 53 Bahama, N. C.
Robert H. Eaglen (1975), B.A. (Cleveland State Univ.) <i>Part-time Instructor in Anthropology</i>	Apartment G-5 1211 Rufin Street
Claudia Erdberg (1973), M.M. (Manhattan School of Music) <i>Artist Associate in Music</i>	949 Lambeth Circle Apartment 19-H 2836 Chapel Hill Road
Frances Evans (1973), M.M. (North Carolina at Chapel Hill) <i>Staff Associate in Music</i>	934 Lambeth Circle
James Faucette (1974), M.A. (Duke) <i>Graduate Assistant in The Divinity School</i>	211 Monticello Avenue
David A. Fennema (1975), B.D. (Western Seminary) <i>Part-time Instructor in Religion and Graduate Assistant in The Divinity School</i>	2208 Woodchuck Place Raleigh, N. C.
Carl Filbrich (1975), M.A. (Coll. of William and Mary) <i>Graduate Tutor in English</i>	Apartment J-3-C 1500 Duke University Road Apartment 27-F 1315 Morreene Road
William K. Finley (1973), M.A. (Kentucky) <i>Graduate Tutor in English</i>	Route 1, Box 129
James Finn (1975), M.A. (Duke) <i>Part-time Instructor in Classical Studies</i>	1404 Anderson Street
Albert F. Fisher (1974), M.Div. (Duke) <i>Adjunct Associate Professor of the Work of the Rural Church in The Divinity School</i>	1927 Ward Street 210 Hillsborough Street Chapel Hill, N. C.
John Fleming (1975), D.Min. (Vanderbilt Divinity School) <i>Visiting Professor of Black Studies (part-time)</i>	Apartment J 1915 Erwin Road Apartment 9 922 Dacian Avenue
Roger H. Ford (1973), M.A. (Duke) <i>Graduate Tutor in English</i>	
Edwin R. Garrison (1972), B.D. (Drew Theological Seminary) <i>Visiting Consultant in The Divinity School (part-time)</i>	
R. Michael Garvey (1975), Ph.D. (Duke) <i>Part-time Instructor and Research Associate in Physics</i>	
Robert G. Ghirardelli (1962), Ph.D. (California Institute of Technology) <i>Adjunct Associate Professor of Chemistry</i>	
Paul A. Gibb (1974), M.A. (Columbia) <i>Graduate Tutor in English</i>	
Robert Gill (1975), M.A. (Duke) <i>Preceptor in Political Science</i>	
Norman Gilliland (1975), M.A. (Florida) <i>Graduate Tutor in English</i>	
Clifford D. Goalstone (1974), B.A. (Duke) <i>Part-time Instructor in Economics</i>	

- Lawrence C. Goodwyn (1971), Ph.D. (Texas)
*Adjunct Assistant Professor of History and Senior
 Research Associate, Center for Southern Studies* 3712 Lyckan Parkway
- Joseph S. Gordon (1975), Ph.D. (Duke)
*Part-time Instructor in Germanic Languages and Literature
 and Part-time Instructor in History* 862 Louise Circle
- Steven C. Grant (1974), B.S.S. (Cornell)
Preceptor in Political Science 809 Wilkerson Avenue
 Route 5, Box 98
 Chapel Hill, N. C.
- Valerie Greenberg (1971), M.A. (Duke)
Part-time Instructor in Germanic Languages and Literature 843 Shady Lawn Road
 Chapel Hill, N. C.
- Sandra B. Greene (1974), M.S.P.H. (North Carolina at Chapel Hill)
Associate in Community Health Sciences (part-time)
- Cynthia L. Grissom (1974), M.A. (Duke)
Graduate Tutor in English 875 Louise Circle
 Apartment E
- William D. Gudger (1974), Ph.D. (Yale)
Staff Associate in Music 1911 Yearby Street
- Michael A. Hamilton (1971), M.P.H. (North Carolina at Chapel Hill)
*Assistant Professor of Community Health Sciences (part-time)
 and Clinical Associate in Medicine* 1607 Old Oxford Road
 Chapel Hill, N. C.
- Karl Hargrave (1975), M.S. (North Carolina State Univ.)
Part-time Instructor in Chemistry 311 South LaSalle Street
- George Lea Harper, Jr. (1973), B.D. (Yale)
Graduate Assistant in The Divinity School 3562 Pineview Circle
 507 North Street
 Chapel Hill, N. C.
- C. L. Haslam (1975), J.D. (Duke)
Adjunct Professor of Law
- Stephen D. Haslam (1974), M.A. (Utah)
Part-time Instructor in Romance Languages 520 Morreene Road
- Pierce Hayward (1972), M.S. (North Carolina)
Part-time Instructor in Civil Engineering 608 Starmont Drive
- Milton S. Heath, Jr. (1973), LL.B. (Columbia)
Adjunct Professor of Environmental Law (part-time) 213 North Boundary Street
 Chapel Hill, N. C.
- David C. Hester (1971), M.Div. (Bangor Theological Seminary)
*Part-time Instructor in Religion and Graduate
 Assistant in The Divinity School* 3204 Sherbon Drive
- Thomas Furman Hewitt, (1974), Ph.D. (Southern Baptist Theological Seminary)
*Graduate Assistant in The Divinity School and Part-time
 Instructor in Religion* 106 Woodridge Drive
- Margaret J. Hodel (1970), Ph.D. (Duke)
Part-time Instructor in Mathematics 2729 Circle Drive
- Charles S. Hodges, Jr. (1963), Ph.D. (Georgia)
Adjunct Associate Professor of Forest Pathology 2012 Nancy Ann Drive
 Raleigh, N. C.
- Steven K. Hoffman (1973), M.A. (Duke)
Graduate Tutor in English 2211 Rada Drive
- John Holsberry (1971), M.A. (Florida State Univ.)
Graduate Tutor in English 602 Watts Street
- Donald W. Houpe (1975), M.A. (North Carolina at Chapel Hill)
Part-time Instructor in Black Studies 25 Willow Terrace Apartments
 Chapel Hill, N. C.
- Timothy K. Hoyer (1972), M.A. (East Texas State Univ.)
Preceptor in Political Science Route 3, Box 274
 Hillsborough, N. C.
- Deborah L. Hustin (1975), B.A. (Colgate)
Part-time Instructor in Mathematics Apartment V
 314 Anderson Street
- Frederic M. Jennes (1975), M.Ed. (Duke)
Part-time Instructor in Education Apartment G
 215 Alexander Street
- Christa T. Johns (1972), Ph.D. (Free University, Berlin)
Part-time Instructor in Germanic Languages and Literature 3219 Waterbury Drive
- Carl E. Johnson (1974), M.Div. (Colgate Rochester Divinity Sch.)
Graduate Assistant in The Divinity School 1735 Morehead Avenue
- Walter T. Johnson, Jr. (1970), J.D. (Duke)
Adjunct Professor of Law 4311 King Arthur Place
 Greensboro, N. C.
- Christopher Kennedy (1975), M.A. (Georgetown)
Graduate Tutor in English 2226 Lafayette Street
- David Keough (1975), M.A. (Duke)
Instructional Assistant in History Apartment 6
 806 North Gregson Avenue
- Anette Koepfel (1975), M.A. (North Carolina at Chapel Hill)
Part-time Instructor in Germanic Languages and Literature 410 Tinkerbell Road
 Chapel Hill, N. C.

Vivian Kraines (1973), Ph.D. (California at Berkeley)	1702 Duke University Road
<i>Part-time Instructor in Mathematics</i>	
Bruce Kunniholm (1975), M.A. (Duke)	1002 Camden Avenue
<i>Lecturer in Policy Sciences and History (part-time)</i>	
Maurine Boie LaBarre (1961), M.S.W. (Bryn Mawr)	Route 1
<i>Part-time Associate Professor of Psychiatric Social Work in the Department of Psychiatry</i>	Mount Sinai Road
H. Wayne Lail (1975), B.Mus. (North Carolina at Greensboro)	Apartment 21
<i>Staff Associate in Music</i>	501 DuPont Circle
Musia Lakin (1969), M.A. (Chicago)	
<i>Adjunct Instructor in Psychology</i>	2709 McDowell Road
Lawrence Landerman (1975), M.A. (Duke)	Apartment C
<i>Part-time Instructor in Sociology</i>	2315 Elder Street
Karla Langedijk (1969), Ph.D. (Amsterdam)	
<i>Lecturer in Art</i>	204 Art
Michael M. Later (1973), A.M. (Duke)	
<i>Preceptor in Political Science</i>	616 Parker Street
George T. Lathrop (1975), M.C.P. (Yale)	606 Greenwood Road
<i>Lecturer in Civil Engineering (part-time)</i>	Chapel Hill, N. C.
Waltraud Lauf (1975), M.A. (Duke)	
<i>Part-time Instructor in Germanic Languages</i>	3535 Hamstead Court
James A. Lehman (1975), A.B. (Davidson Coll.)	
<i>Part-time Instructor in Economics</i>	624 LaSalle Street
Gary P. Lehmann (1974), M.A. (Michigan)	
<i>Graduate Tutor in English</i>	2137 Sunset Avenue
Harry L. Levy (1973), Ph.D. (Columbia)	Apartment D
<i>Visiting Professor in Classical Studies (part-time)</i>	3080 Colony Road
Lewis Lipsitz (1975), Ph.D. (Yale)	112 Northampton Place
<i>Visiting Professor in Political Science (part-time)</i>	Chapel Hill, N. C.
David J. Longstreth (1975), M.S. (Arizona State Univ.)	
<i>Temporary Instructor in Botany (part-time)</i>	812 Louise Circle
Robert J. Lontz (1973), Ph.D. (Duke)	
<i>Adjunct Associate Professor of Electrical Engineering</i>	3626 Hathaway Road
Mark Lund (1975), M.A. (Duke)	Box 1013
<i>Graduate Tutor in English</i>	Graduate Center
Robert E. McKeown, M.Div. (Duke)	
<i>Graduate Assistant in the Divinity School and Part-time Instructor in Religion</i>	Apartment 18-D
Gregory Mahler (1973), A.M. (Duke)	316 Morreene Road
<i>Preceptor in Political Science</i>	P. O. Box 4683
Mike Mahoney (1975), B.A. (Rice)	Duke Station
<i>Part-time Instructor in Computer Science</i>	Apartment A
Douglas W. Maness (1975), M.Div. (Southeastern Seminary)	1915 Erwin Road
<i>Graduate Assistant in The Divinity School</i>	120 Graduate Center
Carlyle Marney (1972), Th.D. (Southern Seminary)	c/o Interpreters' House, Box 36
<i>Visiting Professor of Preaching (part-time), Divinity</i>	Lake Junaluska, N. C.
Gary Martin (1975), M.Div. (Duke)	Apartment 18-D
<i>Preceptor in Religion</i>	2748 Middleton Street
George Mayer (1974), Ph.D. (Massachusetts Institute of Technology)	
<i>Adjunct Associate Professor of Material Science in the Department of Mechanical Engineering</i>	19 Learned Place
John Menapace (1972)	
<i>Part-time Instructor in Art</i>	3425-A Randolph Road
Gary Mencin (1975), M.A. (Duke)	Apartment 4
<i>Part-time Instructor in Romance Languages</i>	813 North Buchanan Boulevard
Charles Merrill (1975), B.A. (Dartmouth Coll.)	Apartment F-3-C
<i>Part-time Instructor in Romance Languages</i>	1500 Duke University Road
Sally C. Messrick (1973), M.S. (North Carolina at Chapel Hill)	Box 743
<i>Instructor in Nursing (part-time)</i>	Pittsboro, N. C.
Louis J. Metz (1963), Ph.D. (Duke)	928 Kathryn Street
<i>Adjunct Associate Professor of Forest Soils</i>	Cary, N. C.
David E. Miller (1975), M.A. (Michigan)	Apartment 1
<i>Graduate Tutor in English</i>	1013 Dacian Avenue
Robert E. Moore (1974), M.A. (Duke)	Apartment H-2-A
<i>Part-time Instructor in Philosophy</i>	1500 Duke University Road

Richard Motylinski (1975), B.M. (Oberlin Coll.) <i>Staff Associate in Music</i>	3017 Lewis Farm Road Raleigh, N. C.
J. Diane Mowrey (1973), M.A. (Duke) <i>Graduate Tutor in English</i>	Apartment 5-A 1700 Chapel Hill Road
Richard A. Muller (1973), M.Div. (Union Theological Seminary) <i>Graduate Assistant in The Divinity School</i>	Apartment P-4 820 Demerius Street
Christine Multer (1975), M.A. (Duke) <i>Graduate Tutor in English</i>	949 Lambeth Circle
Alex J. Muro (1973), M.A. (Duke) <i>Graduate Tutor in English</i>	Apartment 24-F 1315 Morreene Road
Roderick W. Myers (1973), M.A. (Maryland) <i>Part-time Instructor in Physical Education</i>	3553 Hamstead Court
Rhonda Nelms (1975), M.A. (Duke) <i>Graduate Tutor in English</i>	21-A Greenbriar Apartments Burlington, N. C.
Sandra R. Nelson (1974), M.A. (Wake Forest) <i>Graduate Tutor in English</i>	Apartment 20-J 200 Seven Oaks Road
M. Wilson Nesbitt, Jr. (1958), B.D. (Duke) <i>Adjunct Professor of the Work of the Rural Church in The Divinity School</i>	1609 Peace Street 105-B Simpson
Kim W. Nordquest (1975), M.A. (Bowling Green State Univ.) <i>Part-time Instructor and Research Associate in Chemistry</i>	Chapel Hill, N. C.
Jean F. O'Barr (1969), Ph.D. (Northwestern) <i>Part-time Lecturer in Political Science</i>	713 Anderson Street
Kay D. Onan (1975), Ph.D. (Duke) <i>Part-time Instructor and Research Associate in Chemistry</i>	Apartment 26-B 886 Louise Circle
Ronald W. Oppenheim (1973), Ph.D. (Washington Univ.) <i>Lecturer in Psychology (part-time)</i>	1407 Creech Road Raleigh, N. C.
Pamela Otto (1975), M.M.E. (Oklahoma) <i>Staff Associate in Music</i>	1004 Bluestone Drive
Pamela B. Ourso (1974), B.A. (Southeastern Louisiana) <i>Part-time Instructor in Health, Physical Education and Recreation</i>	Rural Route 3, Lot 18 Hillsborough, N. C.
David Pancost (1975), A.M. (Duke) <i>Graduate Tutor in English</i>	Apartment 20-D 2748 Middleton Street
Robert C. Parkins (1975), M.M.A. (Yale) <i>Staff Associate in Music</i>	Apartment 2-F 1315 Morreene Road
Robert J. Parsons (1974), M.A. (Trinity Coll.) <i>Graduate Tutor in English</i>	1513 Cole Mill Road
Walter R. Patten (1974), M.Div. (Duke) <i>Graduate Assistant in The Divinity School</i>	1211 Park Avenue
Francis Perry (1975), B.M. (North Carolina School of Arts) <i>Artist-in-Residence in Music</i>	Apartment U 2015 Yearby Avenue
Patsy B. Perry (1975), Ph.D. (North Carolina at Chapel Hill) <i>Visiting Professor of Black Studies</i>	1410 Rosewood Street
Robert M. Piccirilli (1974), Ph.D. (Clarkson Coll. of Technology) <i>Part-time Instructor and Research Associate in Chemistry</i>	2103 Ward Street
Colin G. Pitt (1969), Ph.D. (London) <i>Adjunct Associate Professor of Chemistry</i>	2310 Prince Street
Bruce Plumb (1974), B.M. (Curtis Institute of Music) <i>Artist Associate in Music</i>	Route 1, Box 91-F Bahama, N. C.
William F. Pollard, Jr. (1974), M.Div. (Duke) <i>Graduate Tutor in English</i>	1110 Wells Street
W. Travis Porter (1972), J.D. (North Carolina) <i>Adjunct Professor of Business Administration</i>	2106 Wilshire Drive
David B. Post (1975), B.S. (North Carolina) <i>Part-time Instructor in Management Sciences</i>	Apartment 96-D 3022 Chapel Hill Road
E. K. Powe (1973), J.D. (North Carolina) <i>Adjunct Professor of Law</i>	81 Beverly Drive
Nigel Practor (1975), B.A. (York University, England) <i>Part-time Instructor in Sociology</i>	230 West Trinity Avenue
Sheila Pratt (1972) <i>Part-time Instructor in Art</i>	1903 Glendale Avenue
Paul Clyde Ragland (1967), Ph.D. (Rice) <i>Visiting Professor of Geology (part-time)</i>	640 Rock Creek Road Chapel Hill, N. C.
Frederic Raimi (1974), M.M. (State Univ. of New York) <i>Artist Associate in Music</i>	Route 1, Box 91-F Bahama, N. C.

John W. Rast (1972), M.Div. (Duke) <i>Graduate Assistant in The Divinity School</i>	808 Green Street
Frances S. Redding (1970), M.M. (North Carolina at Greensboro) <i>Staff Associate in Music</i>	1401 Queens Road, West Charlotte, N. C.
Richard Riley (1975), M.A. (American University) <i>Preceptor in Political Science</i>	854 Louise Circle
Alan E. Rimer (1973), M.S.S.E. (North Carolina at Chapel Hill) <i>Part-time Lecturer in Civil Engineering</i>	820 Churchill Drive Chapel Hill, N. C.
Verne L. Roberts (1973), Ph.D. (Illinois) <i>Adjunct Professor of Mechanical Engineering</i>	4131 Cobblestone Place
Sandra L. Robinson (1975), M.Ed. (Duke) <i>Instructional Assistant in Education</i>	1313 Elmset Lane
Hermann Robl (1966), Ph.D. (Vienna) <i>Adjunct Professor of Physics</i>	2215 Elmwood Avenue
Davie Roe (1975), M.A. (Duke) <i>Part-time Instructor in Economics</i>	622 West Markham Avenue
David Rosenthal (1968), Ph.D. (Massachusetts Inst. of Technology) <i>Adjunct Associate Professor of Chemistry</i>	1913 Manuel Drive Raleigh, N. C.
John Ruggero (1975), M.A. (Juilliard School of Music) <i>Staff Associate in Music</i>	3200 Bedford Avenue Raleigh, N. C.
Ralph Ryall (1975), B.S. (Le Moyne Coll.) <i>Part-time Instructor in Chemistry</i>	Apartment 20-K 1315 Morreene Road
Merilyn Anne Ryan (1974), M.A. (Duke) <i>Part-time Instructor in Mathematics</i>	902 Carmichael Street Chapel Hill, N. C.
Bogdon B. Sagatov (1973), M.A. (North Carolina at Chapel Hill) <i>Part-time Lecturer in Slavic Languages and Literatures</i>	1030 West Trinity Avenue
Edward A. Saibel (1975), Ph.D. (Massachusetts Inst. of Technology) <i>Adjunct Professor of Civil Engineering</i>	1808 Chapel Hill Road
James Stephen Sapp (1972), Ph.D. (Duke) <i>Part-time Lecturer in Religion</i>	8 Howe Street Apartment 9
Diane L. Sautter (1974), M.A. (Vanderbilt) <i>Graduate Assistant in The Divinity School</i>	924 Dacian Avenue
Todd L. Savitt (1974), M.A. (Virginia) <i>Instructor in History (part-time)</i>	Apartment 21-F 2748 Middleton Street
Jane D. Schatzel (1973), M.A. (Duke) <i>Graduate Tutor in English</i>	Apartment 11 506 Elf Street
Klaus Schmidt-Koenig (1971), Ph.D. (Freiburg) <i>Adjunct Associate Professor of Zoology</i>	Department of Zoology
R. Ames Schroeder (1967), B.S. (Duke) <i>Part-time Lecturer in Computer Science</i>	3407 Angus Road
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Florence E. Blakely, M.A.L.S. <i>Head of the Reference Department (Librarian)</i>	709 West Club Boulevard
Barabara Branson, M.S.L.S. <i>First Assistant for Descriptive Cataloging (Librarian)</i>	427 Green Street
Richard E. Bressler, B.A. <i>Supervisor of Data Processing Applications</i>	Box 4725 Duke Station
Susan H. Brinn, M.S.L.S. <i>Reference Librarian (Senior Assistant Librarian)</i>	3524 Sayward Drive

- Winston Broadfoot, J.D.
*Director of the George Washington Flowers
 Memorial Collection (Librarian)* Lake Shore Drive
 Chapel Hill, N. C.
- Serena S. Burke, M.S.L.S.
Bibliographer (Senior Assistant Librarian) 2109 Sprunt Avenue
- Mary Canada, B.S.L.S., M.A.
Assistant Head of the Reference Department (Librarian) 1312 Lancaster Street
- Phyllis Carter, B.S.L.S.
Descriptive Cataloger, (Senior Assistant Librarian) 303-2 Brookside Drive
 Chapel Hill, N. C.
- Paul Chestnut, B.D., Ph.D.
*Assistant Curator of Manuscripts for Readers'
 Services (Senior Assistant Librarian)* 1108 Monmouth Avenue
- Lena Covington, A.B.L.S.
Coordinator of Cataloging (Librarian) 2739 Sevier Street
- Mary H. Dawson, M.S.L.S.
Descriptive Cataloger (Librarian) 880 Louise Circle
- Roberta A. Engleman, M.A., M.S.L.S.
Subject Cataloger (Senior Assistant Librarian) 39 Hamilton Road
 Chapel Hill, N. C.
- William R. Erwin, Jr., M.A., M.S.L.S.
*Assistant Curator of Manuscripts for
 Cataloging (Associate Librarian)* 2218 Myers Street
- Alice H. Estes, M.S.L.S.
Reference Librarian (Senior Assistant Librarian) 3121 Oxford Drive
- Rosella L. Ferster, M.L.S.
Subject Cataloger (Senior Assistant Librarian) 2707 Legion Avenue
- Emerson Ford, B.D.
Interlibrary Loan Librarian 2201 ½ Summit Street
- Elizabeth Graham, M.A.L.S., Ph.D.
Assistant Documents Librarian (Librarian) 13 Alastair Court
- Martha A. Graham, M.A., M.S.L.S.
Newspaper and Film Librarian (Senior Assistant Librarian) 416 East King Street Extension
 Hillsborough, N. C.
- Zofia Grzybowski, M.A., M.S.L.S.
Subject Cataloger (Associate Librarian) 2605 University Drive
- Diane G. Harkins, M.S.L.S.
Descriptive Cataloger (Senior Assistant Librarian) 323 Brandywine
 Chapel Hill, N. C.
- William E. Hotelling
Descriptive Cataloger (Assistant Librarian) 2715 Shaftsbury Drive
- Bertha Jones, B.S.L.S.
Subject Cataloger (Librarian) 1015 Anderson Street
- Lawrence O. Kline, B.D., M.A., M.L.S.
Descriptive Cataloger (Associate Librarian) Apartment 2
 2211 Morehead Avenue
- Sharon E. Knapp, M.A.T.
Cataloger of Manuscripts (Senior Assistant Librarian) 110 Wicklow Lane
- Joline R. Land, M.A., M.S.L.S.
Assistant Head of Acquisitions (Senior Assistant Librarian) 107 Meadowbrook Drive
 Chapel Hill, N. C.
- Celia Leyte-Vidal, M.S.L.S.
Descriptive Cataloger (Associate Librarian) 4168 Deepwood Circle
- Jesus Leyte-Vidal, M.S.L.S., J.D.
Latin American Librarian (Librarian) 4168 Deepwood Circle
- Wen-chouh Lin, M.A., M.S.L.S.
Descriptive Cataloger (Senior Assistant Librarian) 920 Lambeth Circle
- Eva Lively, M.L.S.
Descriptive Cataloger (Assistant Librarian) 2729 Brown Avenue
- Avinash Maheshwary, Dip. L.S., M.A.
Bibliographer and Cataloger for South Asia (Associate Librarian) 2206 Chapel Hill Road
- Otto W. Mayes, Jr.
Senior Computer Programmer Box 2542, West Durham
- Heather S. Miller, M.A.L.S.
First Assistant for Serials (Senior Assistant Librarian) Box 1083, East Franklin
 Chapel Hill, N. C.
- Margaret L. Miller, M.S.L.S.
Descriptive Cataloger (Senior Assistant Librarian) 111 Northampton Terrace
 Chapel Hill, N. C.
- Mary Catherine Mishler, M.A.L.S.
Assistant for Documents and Maps (Senior Assistant Librarian) 3621 Cole Mill Road
- Janie C. Morris, M.L.S.
Subject Cataloger (Assistant Librarian) Route 2, Box 470
 Hillsborough, N. C.

Pauline L. Nease, A.B. <i>Subject Cataloger (Associate Librarian)</i>	1010 Rosehill Avenue
Albert A. Nelius, M.Div., M.S.L.S. <i>Assistant Head of Subject Cataloging (Senior Assistant Librarian)</i>	3112 Sprunt Avenue
Toby S. New, A.B. <i>Descriptive Cataloger (Assistant Librarian)</i>	909 Greenwood Road Chapel Hill, N. C.
Mary E. Plowden, A.B.L.S. <i>Head of Acquisitions Department (Librarian)</i>	619 Swift Avenue
Joe C. Rees, M.S.L.S. <i>Reference Librarian (Associate Librarian)</i>	706 Merrimac Street
Catherine F. Rushman, M.A., M.S.L.S. <i>Music Cataloger (Assistant Librarian)</i>	912 Anderson Street
Mattie Russell, Ph.D. <i>Curator of Manuscripts (Librarian)</i>	2209 Woodrow Street
Nina E. Sagatov, M.S.L.S. <i>Subject Cataloger (Senior Assistant Librarian)</i>	1030 W. Trinity Avenue
John L. Sharpe III, Ph.D. <i>Curator of Rare Books (Associate Librarian)</i>	815 Camden Avenue
Ann F. Stone, M.S.L.S. <i>Undergraduate Librarian (Associate Librarian)</i>	5114 Pine Trail Drive
Jane Sturgeon, B.S.L.S. <i>Head of Descriptive Cataloging (Librarian)</i>	1607 Peace Street
Mary Ellen Templeton, M.A., S.M. <i>Descriptive Cataloger (Senior Assistant Librarian)</i>	Louise Circle
Geraldine B. Van Goethem, M.S.L.S. <i>Descriptive Cataloger (Senior Assistant Librarian)</i>	829 Tinkerbell Road Chapel Hill, N. C.
Jane G. McKean Vogel, M.S.L.S. <i>Reference Librarian (Senior Assistant Librarian)</i>	1212 Woodburn Road
Jean Weldon, M.S.L.S. <i>Descriptive Cataloger (Senior Assistant Librarian)</i>	Apartment 28-K 707 Louise Circle
Erma P. Whittington, B.S.L.S., M.A. <i>Head of Subject Cataloging (Librarian)</i>	2402 Wrightwood Avenue

East Campus Library

Evelyn J. Harrison, B.S.L.S. <i>Librarian (Librarian)</i>	2739 Sevier Street
Margaret K. Knoerr, M.S.L.S. <i>Reference Librarian (Senior Assistant Librarian)</i>	208 Hillsborough Street Chapel Hill, N. C.
Betty Young, M.S.L.S. <i>Head of the Circulation Department (Senior Assistant Librarian)</i>	2929 Welcome Drive

Art History Library

Edith Hassold, Dip. L.S. <i>Librarian (Senior Assistant Librarian)</i>	Apartment 6 2030 Bedford
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Biology-Forestry Library

Bertha R. Livingstone, M.A., M.S.L.S. <i>Librarian (Senior Assistant Librarian)</i>	2827 Ridge Road
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Chemistry Library

Eric J. Smith <i>Librarian (Assistant Librarian)</i>	110 W. Woodridge Drive
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Divinity School Library

Donn Michael Farris, M.S. in L.S., M.Div. <i>Librarian (Professor of Theological Bibliography)</i>	921 N. Buchanan Boulevard Apartment F-1-B
Harriet V. Leonard, M.S. in L.S., M.Div. <i>Reference Librarian (Librarian)</i>	University Apartments
Linda L. Sipe, B.A. <i>Circulation Librarian</i>	2203½ Chapel Hill Road

Betty K. Walker, B.A.
Assistant Circulation Librarian

1518 James Street

School of Engineering Library

Alice T. Wilson, M.S.L.S.
Librarian (Senior Assistant Librarian)

331 Flemming Drive

Music Library

J. Samuel Hammond, M.S.L.S.
Librarian (Assistant Librarian)

Apartment A
1406 West Markham

Physics-Mathematics Library

Mary Cox, B.A.
Librarian

1913 University Drive

Law School Library

Kathleen Price, M.S., J.D.
Law Librarian (Associate Professor of Law)

Apartment 101
3017 Weymouth

Beth Mobley, M.S. in L.S.
Assistant Librarian for Technical Services (Associate Librarian)

129 Flint Ridge Apartments
Hillsborough, N. C.

Donna Melhorn, M.A., M.A. in L.S.
Assistant Librarian for Public Services (Associate Librarian)

Apartment 2-K
1505 Duke University Road

Barbara Sutton, M.L.S.
Reference/Documents Librarian (Senior Assistant Librarian)

Apartment 10-P
1315 Morreene Road

Janeen Dension, M.S. in L.S.
Circulation Librarian (Senior Assistant Librarian)

602 Red Carriage
Apartment 9-J

Elaine Crepeau, M.S.
Cataloging Librarian (Assistant Librarian)

1315 Morreene Road

Faye Jones, M.S.
Serials Librarian (Assistant Librarian)

426 Green Street

Medical Center Library

Warren P. Bird, M.S.
Director (Associate Professor of Medical Literature)

35 Stoneridge Circle

Mary Ann Brown, M.S.
Chief of Reader Services (Librarian)

3062-F Colony Road

G. S. Terence Cavanagh, B.L.S.
Curator of the Trent Collection (Professor of Medical Literature)

Box 3044 West Durham Station

Susan Feinglos, M.L.S.
Reference Librarian (Senior Assistant Librarian)

2752 Middleton Street
Apartment 25-G

Kathryn Kruse, M.L.S.
Head Reference Services (Associate Librarian)

2116 Front Street
Carver Terrace, D-5

Katherine Porter, M.S.
Cataloguer (Assistant Librarian)

1009 Archdale Drive

Susan C. Smith, M.F.A.
Assistant Curator of the Trent Collection

3007 University Drive

Constance M. Tatum, M.S.
Chief Cataloguer (Librarian)

610 Massey Avenue
612 Hibbard Drive

Katina Walser, M.S.L.S.
Reference Librarian (Senior Assistant Librarian)

Chapel Hill, N. C.

Eula Wheeler, M.S.L.S.
Acquisitions Librarian (Associate Librarian)

28 Mt. Bolus Road
Chapel Hill, N. C.

Judy Woodburn, M.S.
Collections Librarian (Associate Librarian)

3062-F Colony Road

Medical Sciences Branch

Virginia DeTurk
Librarian

114 Newell Street

Government and Administrative and Instructional Staff

The University Trustees		36
Trustees Emeriti		20
General Administration		27
Faculty and Administrative Emeriti		130
*Instructional Staff		1430
Professors	423	
Associate Professors	280	
Assistant Professors	338	
Associates	92	
Instructors	18	
Lecturers	6	
Visiting Professors and Lecturers	11	
Professors	2	
Associate Professors	3	
Assistant Professors	5	
Lecturers	1	
Instructors	0	
Part-Time:		
Adjunct Faculty and Instructional Staff (except Medical School)	231	
Adjunct Faculty, Medical School	31	
Research Associates		176
Clinical Faculty, Medical School		201
† Education Administration		20
‡ Business Administration		30
Alumni Affairs		7
§ Institutional Advancement		21
Public Relations		11
** Student Affairs		18
†† Other Offices and Staff		62
Art	3	
Athletics	7	
Audio Visual Education-Medical Center	8	
Duke University Press	7	
Food Services	27	
Music	3	
University Stores	7	
††† The University Libraries		84
	TOTAL	2273

*Includes 13 officers listed with General Administration.
† Does not include 14 listed with General Administration; 32 with academic rank listed with Instructional Staff.
‡ Does not include 4 listed with General Administration
§ Does not include 1 listed with General Administration
** Does not include 1 listed with General Administration; 2 listed with Educational Administration, 5 with academic rank listed with Instructional Staff
†† Does not include 16 with academic rank listed with Instructional Staff; 1 listed with University Libraries.
††† Does not include 5 with academic rank listed with Instructional Staff



Appendix



Government

1. THE INDENTURE OF TRUST BY WHICH THE UNIVERSITY WAS CREATED

Among the provisions of James B. Duke's Indenture of Trust was an educational institution to be known as Duke University, to the building and support of which he made provision at the time of execution of the Indenture and later by additions thereto by the operation of his Will. In respect to Duke University the Indenture contains the following provisions:

I. (In Article FOURTH) The Trustees hereunder are hereby authorized and directed to expend as soon as reasonably may be a sum not exceeding Six Million Dollars of the corpus of this trust in establishing at a location to be selected by them within the State of North Carolina an institution of learning to be known as Duke University, for such purpose to acquire such land and erect and equip thereon such buildings according to such plans as the Trustees may in their judgment deem necessary and adopt and approve for the purpose, to cause to be formed under the laws of such state as the Trustees may select for the purpose a corporation adequately empowered to own and operate such properties under the name of Duke University as an institution of learning according to the true intent hereof, and convey to such corporation when formed the said lands, buildings and equipment upon such terms and conditions as that such corporation may use the same only for such purposes of such university and upon the same ceasing to be so used then the same shall forthwith revert and belong to the Trustees of this trust as and become a part of the corpus of this trust for all the purposes thereof.

However, should the name of Trinity College, located at Durham, North Carolina, a body politic and incorporate, within three months from the date hereof (or such further time as the Trustees hereof may allow) be changed to Duke University, then, in lieu of the foregoing provisions of this division "FOURTH" of the Indenture, as a memorial to his father, Washington Duke,

who spent his life in Durham and whose gifts, together with those of Benjamin N. Duke, the brother of the party of the first part and of other members of the Duke family, have so largely contributed toward making possible Trinity College at that place, he directs that the Trustees shall expend of the corpus of this trust as soon as reasonably may be a sum not exceeding Six Million Dollars in expanding and extending said University, acquiring and improving such lands, and erecting, removing, remodeling and equipping such buildings, according to such plans, as the Trustees may adopt and approve for such purpose to the end that said Duke University may eventually include Trinity College as its undergraduate department for men, a School of Religious Training, a School for Training Teachers, a School of Chemistry, a Law School, a Co-ordinate College for Women, a School of Business Administration, a Graduate School of Arts and Sciences, a Medical School and an Engineering School, as and when funds are available.

II. (In Article FIFTH) Thirty-two per cent of said net amount not retained as aforesaid for addition to the corpus of this trust shall be paid to that Duke University for which expenditures of the corpus of the trust shall have been made by the Trustees under the "Fourth" division of this Indenture so long as its name shall be Duke University and it shall not be operated for private gain, to be utilized by its Board of Trustees, in defraying its administration and operating expenses, increasing and improving its facilities and equipment, the erection and enlargement of buildings and the acquisition of additional acreage for it, adding to its endowment or in such other manner for it as the Board of Trustees of said institution may from time to time deem to be to its best interests, provided that in case such institution shall incur any expense or liability beyond provisions already in sight to meet same, or in the judgment of the Trustees under this Indenture be not operated in a manner calculated to achieve the results intended hereby, the Trustees under this Indenture may withhold the whole or any part of such percentage from said institution so long as such character of expense or liabilities or operations shall continue, such amounts so withheld to be in whole or in part either accumulated and applied to the purposes of such University in any future year or years, or utilized for the other objects of this Indenture, or added to the corpus of this trust for the purpose of increasing the principal of the trust estate, as the Trustees may determine.

III. (In Article SEVENTH) I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees, and faculty men of such outstanding character, ability, and vision as will insure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous records show a character, determination, and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind, and, second, to instruction in chemistry, economics, and history, especially the lives of the great of the earth, because I believe that such subjects will most help to develop our resources, increase our wisdom and promote human happiness.

IV. (In Article THIRD) As respects any year or years and any purpose or purposes for which this trust is created (except the payments hereinafter directed to be made to Duke University), the Trustees in their uncontrolled discretion

may withhold the whole or any part of said incomes, revenues and profits which would otherwise be distributed under the "Fifth" division hereof, and either (1) accumulate the whole or any part of the amount so withheld for expenditures (which the Trustees are hereby authorized to make thereof) for the same purposes in any future year or years, or (2) add the whole or any part of the amounts so withheld to the corpus or the trust, or (3) pay, apply and distribute the whole or any part of said amounts to and for the benefit of any one or more of the other purposes of this trust, or (4) pay, apply and distribute the whole or any part of said amounts to or for the benefit of any such like charitable, religious or educational purpose within the State of North Carolina and/or the State of South Carolina, and/or any such like charitable hospital purpose which shall be selected therefor by the affirmative vote of three fourths of the then Trustees at any meeting of the Trustees called for the purpose, complete authority and discretion in and for such selection and utilization being hereby given the Trustees in the premises.

2. RESTATED CHARTER OF DUKE UNIVERSITY

Section 1. That A. P. Tyer, J. H. Southgate, B. N. Duke, G. A. Oglesby, V. Ballard, J. A. Long, J. F. Bruton, J. N. Cole, F. A. Bishop, J. G. Brown, C. W. Toms, J. W. Alspaugh, W. R. Odell, J. A. Gray, F. Stikeleather, Kope Elias, S. B. Turrentine, P. H. Hanes, T. F. Marr, G. W. Flowers, M. A. Smith, R. H. Parker, W. J. Montgomery, F. M. Simmons, O. W. Carr, R. A. Mayer, N. M. Journey, Dred Peacock, B. B. Nicholson, W. G. Bradshaw, E. T. White, T. N. Ivey, J. B. Hurley, R. L. Durham, W. C. Wilson, and their associates and successors shall be, and continue as they have been, a body politic and corporate under the name and style of "DUKE UNIVERSITY", and under such name and style shall have perpetual existence and are hereby invested with all the property and rights of property which now belong to the said corporation, and said corporation shall henceforth and perpetually, by the name and style of "DUKE UNIVERSITY", hold and use all the authority, privileges, and possessions it had or exercised under any former title and name, and be subject to all recognized legal liabilities and obligations now outstanding against such corporations.

Section 2. That the purposes for which such corporation is organized are to acquire, own, operate, provide, maintain and perpetuate an institution of higher learning or other institutions of learning and all properties, facilities and services necessary or appropriate in connection therewith; to acquire, own, operate, provide, maintain and perpetuate hospital facilities to serve and benefit the general public; to acquire, own, operate, provide, maintain and perpetuate such other institutions, organizations, associations, clinics, corporations, partnerships, properties, facilities and services as are appropriate in furtherance of the educational, charitable, scientific, literary or public service purposes; and generally to have and exercise all powers granted to non-profit corporations under the law of the State of North Carolina for any lawful education, charitable, scientific, literary or public service purposes; Provided, however, that notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law) or (b) by a corporation, contributions to which are deductible under Sections 170(c) (2), 2055 and 2522 of the Internal Revenue Code of 1954, as amended (or the corresponding provisions of any future United States Internal Revenue law).

Section 3. That the Trustees shall be thirty-six in number, of whom twelve

shall be elected by the North Carolina Conference of the United Methodist Church; twelve by the Western North Carolina Conference of the said church; and twelve by the graduates of said University; Provided, however, that no person shall be elected a Trustee till he has first been recommended by a majority of the Trustees present at a regular meeting; and the Trustees shall have power to remove any member of their body who may remove beyond the boundary of the State or who may refuse or neglect to discharge the duties of a Trustee. The term of office of Trustees shall be six years, and they shall be so arranged that four Trustees shall be elected by each Conference and four by the graduates every two years. The Trustees shall regulate by bylaws the manner of election of the Trustees to be chosen by the graduates. Should there exist a vacancy by death, resignation, or otherwise of any Trustee, the same shall be filled for the unexpired term by the Board of Trustees. That the present Trustees shall continue and remain in office during the term for which they have been heretofore respectively elected.

Section 4. That the said corporation shall be under the supervision, management and government of a president and such other persons as said Trustees may appoint; the said president, with the advice of the other persons so appointed, shall from time to time make all needful rules and regulations for the internal government of said University and prescribe the preliminary examinations and the terms and conditions on which pupils shall be received and instructed.

Section 5. That said Trustees shall have power to make such rules, regulations and bylaws and to take such other action not inconsistent with the Constitution of the United States and of the State of North Carolina as may be necessary or appropriate for the good government of the corporation and its various operations and management of the property and funds of the same, and to exercise all powers granted to non-profit corporations under the laws of the State of North Carolina.

Section 6. That the Trustees shall have power to fix the time of holding their annual and other meetings, to elect a president and professors for said University, to appoint an executive committee to consist of not less than seven members, which committee shall control the internal regulations of said University and fix all salaries and emoluments, and to do all other things necessary for an institution of learning not inconsistent with the laws of this State and of the United States.

Section 7. That the Faculty and Trustees shall have the power of conferring such degrees and marks of honor as are conferred by colleges and universities generally; and that five trustees shall be a quorum to transact business.

Section 8. Upon the dissolution of the corporation or the winding up of its affairs, the assets of the corporation shall be distributed exclusively to educational, charitable, religious, scientific, literary or other organizations which would then qualify under the provisions of Section 501(c) (3) of the Internal Revenue Code and the Regulations thereunder as they now exist or as they may hereafter be amended.

Section 9. That all laws and parts of laws or of the Charter heretofore granted which are in conflict with this act are hereby repealed.

Section 10. That this act shall be in force from and after its ratification and acceptance by the Board of Trustees.

This Restated Charter purports merely to restate but not to change the provisions of the original Articles of Incorporation as supplemented and amended; and there is no discrepancy, other than as expressly permitted by Section 55A-37.1 of the General Statutes of North Carolina, between said provisions and the provisions of this Restated Charter.

3. THE BYLAWS OF THE UNIVERSITY

Article I. Aims

1. The aims of Duke University are to assert a faith in the eternal union of knowledge and religion set forth in the teachings and character of Jesus Christ, the Son of God; to advance learning in all lines of truth; to defend scholarship against all false notions and ideals; to develop a Christian love of freedom and truth; to promote a sincere spirit of tolerance; to discourage all partisan and sectarian strife; and to render the largest permanent service to the individual, the state, the nation, and the church. Unto these ends shall the affairs of this University always be administered.

Article II. Board of Trustees

1. Powers. All powers of the University shall be vested in a Board of Trustees consisting of thirty-six elected members.

2. Nomination and Elections. The Trustees shall be elected as follows: twelve by the North Carolina Conference of the Methodist Church; twelve by the Western North Carolina Conference of the Methodist Church; and twelve by the graduates of Duke University. Each year a roster of nominees shall be referred to the Board by a committee of two faculty members elected by the principal faculty council, two students elected by the principal student council, the president of the Alumni Association and the President of the University as Chairman. The President shall add to the roster nominees proposed by individual students, faculty members and Trustees. For positions to be filled by the graduates of Duke University, the President shall place on the roster nominees proposed by the officers of the National Council and of the General Alumni Association. The Board, after hearing the recommendations of the Executive Committee, and by a majority of the Trustees present at any regular meeting, shall recommend the persons to be elected Trustees and submit its recommendations to the appropriate conference of the Methodist Church and the graduates.

No person who shall have attained the age of seventy years shall be elected a Trustee.

3. Term. The term of office of a Trustee shall be six years, beginning on the first day of July following election. Terms shall be so arranged that four Trustees shall be elected by each Conference and four by the graduates every two years. No person shall serve more than two consecutive six-year terms, with renewed eligibility for election to the Board following not less than two years absence of membership; provided that Trustees presently (September, 1970) serving a second full term are eligible for re-election for one additional term without an absence of two years.

4. Vacancies. Any vacancy in the membership of the Board shall be filled for the unexpired term by a majority vote of the Trustees present at a regular meeting of the Board from the roster of nominees.

5. Retirement. A Trustee shall retire on the first day of July after he attains the age of seventy, provided however, that Trustees serving on the Board as of September 1970 may complete their current terms, adjusted to July 1. A Trustee who would attain the age of seventy years during a two-year period of ineligibility shall retire at the end of the term for which he was elected, adjusted to July 1.

6. The aforesaid adjustments to July 1 shall reduce by six months the terms of Trustees serving on the Board as of January 1, 1974.

7. Emeritus. The Board may elect a retiring Trustee a Trustee Emeritus. Trustees Emeriti shall be entitled to receive notice of all meetings of the Board

and attend and participate in such meetings, but shall not have the right to vote. Trustee Emeriti shall be eligible for membership on any standing committee other than the Executive Committee.

8. Removal. Any Trustee who may refuse or neglect to discharge the duties of a Trustee may be removed by the affirmative vote of three-fourths of the members of the entire Board of Trustees.

Article III. Meetings of the Board

1. Annual Meeting. Annual meetings of the Board of Trustees shall be held on the day next preceding the day on which the graduation exercises take place.

2. Regular Meetings. Regular meetings of the Board shall be held on the Saturday preceding the day on which Founders' Day is celebrated, on the first Friday in March, and on the last Saturday in September.

3. Special Meetings. Special meetings shall be held upon the call of the Chairman, or upon written request of twelve or more Trustees addressed to the Secretary, with a copy to the Chairman specifying the business to be transacted at the meeting.

4. Notice. The Secretary shall give at least five days' notice to each member of the Board stating the time and place of all meetings, and the purpose of any special meeting.

5. Place. All meetings of the Board of Trustees shall be held at Duke University in the City of Durham, North Carolina, except that the Trustees by vote, or written assent, of a majority of the then members of the Board may designate another place for any meeting.

6. Quorum. A majority of the then members of the Board of Trustees shall be a quorum for the transaction of business.

Article IV. Officers of the Board

1. Officers of the Board. The officers of the Board shall be a Chairman, a Vice Chairman and a Secretary.

2. Election. The officers of the Board of Trustees shall be elected at its annual meeting for a term of one year or until their successors are elected and qualified.

3. Duties.

a. The Chairman shall preside at all meetings of the Board, shall represent the Trustees at public meetings of the University, and shall be a member of and Chairman of the Executive Committee.

b. The Vice Chairman shall perform the duties of the Chairman in the absence or disability of the Chairman, or in the event of a vacancy in that office.

c. The Secretary of the University shall also be the Secretary of the Board of Trustees. He shall record the minutes of all meetings of the Board and its Executive Committee, and shall have custody of the Charter, Bylaws, minutes, records and other documents of the Board and its Committees. The Secretary shall send a copy of the minutes to each member of the Board promptly after each meeting of the Board and of the Executive Committee.

4. Vacancies. A vacancy in any office of the Board of Trustees may be filled for the unexpired term by the Board of Trustees.

Article V. Committees of the Board

1. Committees. The standing committees of the Board shall be:

a. The Executive Committee

b. The Business and Finance Committee

- c. The Building and Grounds Committee
- d. The Institutional Advancement Committee
- e. The Academic Affairs Committee

The Board may authorize other committees from time to time.

2. **Membership.** At each annual meeting, the Board of Trustees shall elect the Chairmen (who shall be Trustees) and other Trustee members of the standing committees to serve for two years, beginning July 1. The Chairman of the Board, the Vice Chairman of the Board, and the President of the University shall be members of the Executive Committee. The President of the University shall be a member of all other standing committees of the Board.

Nominations of faculty and student members shall be for one year terms from lists of prospects developed by the President in consultation with representative student and faculty groups.

The number of Trustee members and non-Trustee members of any standing committee shall be determined by the Board of Trustees after receiving the recommendation of the committee chairman, and the Trustees may authorize and elect such committee members at any meeting in addition to the annual meeting.

Insofar as practical, membership on the standing committees should be rotated.

The Committees of the Board shall have the powers and duties set forth in these Bylaws and such other powers and duties as the Board may delegate to them. They shall exercise their powers and perform their duties subject to the direction and approval of the Board. They may from time to time make recommendations to the Board for the establishment of new policies or any change in existing policies, but without decision-making authority except pursuant to specific delegation by the Board or the Executive Committee.

3. **Vacancies.** Any vacancy in the membership of a standing committee shall be filled by the Chairman of the Board of Trustees after consultation with the President of the University.

4. **Meetings.** Each standing committee shall meet at such times and places and upon such notice as it may determine, and shall file a copy of the minutes of each meeting with the Secretary of the University.

5. **Quorum.** A majority of the then members of a standing committee shall be a quorum for the transaction of business.

Article VI. Executive Committee

1. **Membership.** The Chairman of the Board (to serve as Chairman), the Vice Chairman of the Board (to serve as Vice Chairman), the President of the University, the Chairman of each standing committee, and not more than three Trustee members at large shall constitute the Executive Committee of the Board.

2. **Powers and Duties.** The Executive Committee shall:

- a. Subject to the provisions of the Charter and these Bylaws exercise all powers of the Board of Trustees in the interim between meetings of the Board.
- b. Appoint an Investment Committee of not less than five members, at least two of whom shall be Trustees, with the other members being selected from Trustees and officers of Duke University, and Trustees and officers of The Duke Endowment, with such powers and duties as may be assigned to it by the Executive Committee.
- c. Coordinate the activities of the other standing committees.
- d. Exercise other duties as prescribed in the Charter or as may be delegated by the Board of Trustees.
- e. Report its actions to the Board of Trustees.

Article VII. Business and Finance Committee

1. Membership. The Business and Finance Committee shall be composed of not less than four Trustees, at least one faculty member, at least one student and the Vice President for Business and Finance, ex officio.

2. Powers and Duties. The Business and Finance Committee shall:

- a. Keep informed on, consider proposals for, and make recommendations with respect to, the general business affairs and financial organization of the University.
- b. Receive and review the annual budgets and recommend their approval or modification.
- c. Maintain an ongoing analysis and review of monthly operating statements, periodic construction summary, and internal audit reports.
- d. Recommend the annual appointment of independent auditors. Receive the annual report of the auditors and submit it with recommendations for action.

The Committee shall report its findings and recommendations to the Board of Trustees or the Executive Committee.

Article VIII. Building and Grounds Committee

1. Membership. The Building and Grounds Committee shall be composed of not less than five Trustees, at least one faculty member, at least one student, and the Vice President for Business and Finance, ex officio.

2. Powers and Duties. The Building and Grounds Committee shall consider proposals for, and make recommendations with respect to:

- a. Siting of all buildings and related appurtenances such as utilities, roads, and parking areas.
- b. Commissioning of Project Architects and Engineers, and approval of proposed Contractors for construction projects.
- c. Evaluation and promulgation of continuing Master Plan for long-range development of the total physical environment of the University, including inherent standards of aesthetics and quality.
- d. Evaluation of design characteristics of individual projects for adherence to established standards.
- e. Major renovation work.
- f. Naming of facilities and parts of facilities.

The Committee shall review priorities for construction and shall have authority to accept all new construction on behalf of the University, but shall not incur any expenses not previously authorized by the Board of Trustees or the Executive Committee.

The Committee shall report its findings and recommendations to the Board of Trustees or the Executive Committee.

Article IX. Institutional Advancement Committee

1. Membership. The Institutional Advancement Committee shall be composed of not less than five Trustees, at least one faculty member, and at least one student. Not less than three of the Trustee members shall be alumni of the University.

2. Powers and Duties. The Institutional Advancement Committee shall consider proposals for, make recommendations with respect to, and assist the President in, the financial development, fund raising, public relations, and alumni affairs of the University, and carry out other projects and assignments as directed by the Board.

The Committee shall report its findings, recommendations and results to the Board of Trustees or the Executive Committee.

Article X. Academic Affairs Committee

1. Membership. The Academic Affairs Committee shall be composed of not less than six Trustees, not less than two faculty members, not less than two students, and the Provost, ex officio.

2. Powers and Duties. The Academic Affairs Committee shall:

- a. Consider proposals for, and make recommendations with respect to, the educational role of each school, college, and unit of the University and for the University as a whole; provisions for the admission of students at all levels, student life and activities; educational, research, and library programs; and the coordination of all educational activities.
- b. Promote and coordinate activities of the Boards of Visitors, review their findings, and transmit their reports to the President, and to the Board of Trustees. The President shall appoint the members of the Boards of Visitors.
- c. Designate five Trustees who, along with an equal number of faculty members designated by the President, and the President, ex officio, shall serve as a Committee on Honorary Degrees to make recommendations to the University faculty and the Board of Trustees.
- d. Serve as a Committee on Earned Degrees.
- e. Serve as liaison with the University faculty with respect to academic affairs.

The Committee shall report its findings and recommendations to the Board of Trustees or the Executive Committee.

Article XI. Officers of the University

1. The Officers of the University shall be a President, a Chancellor, a Provost, a Vice President for Business and Finance, a Vice President for Health Affairs, one or more other Vice Presidents, a Treasurer, a Secretary, a University Counsel, and such other officers as the Board of Trustees may elect. One person may hold more than one office, except that the offices of President and Secretary may not be held by the same person.

2. These officers shall be elected by the Board of Trustees at its annual meeting for a term of one year and shall serve until their successors are elected and have taken office.

3. A vacancy in any office of the University may be filled, for the unexpired term, by the Board of Trustees or by the Executive Committee.

Article XII. President

1. The President shall be the chief educational and administrative officer of the University. He shall be responsible to the Board of Trustees for the supervision, management, and government of the University, and for interpreting, and carrying out the policies of the Board of Trustees. He shall have the powers and duties set forth in the Charter and in these Bylaws, and such other powers and duties as the Board of Trustees shall delegate to him.

2. He, or someone designated by him, shall preside at all academic functions and represent the University before the public.

3. He shall preside at all meetings of the University Faculty. He may veto any action taken by the University Faculty or any action taken by the faculty of any college or school in the University and state his reasons for such action.

4. He shall submit a proposed annual budget for the University to the Executive Committee prior to the beginning of the fiscal year covered by the budget.

5. He shall submit to the Board of Trustees an annual report on the condition, operations and needs of the University.

6. He shall recommend to the Board of Trustees persons to be officers of the University other than the President.

Article XIII. Chancellor

1. The Chancellor, under the President, shall exercise the powers and duties of the President as delegated by the President from time to time.

2. He shall assume the powers and duties of the President during the incapacity or absence of the President when specifically authorized by the President or the Board of Trustees, or in case of a vacancy in the Office of President.

Article XIV. Provost

1. The Provost shall be an executive officer of the University, under the President, responsible for all educational affairs and activities, including research, and for all aspects of student activity and welfare. He shall have the powers and duties assigned to him by the President and shall report to the President.

2. He shall be a member of the faculty of each college and school, and ex officio a member of each committee (other than Committees of the Board of Trustees) or other body concerned with matters for which he is responsible.

3. He shall receive recommendations developed by the faculty and educational officers for consideration and recommendation to the President.

Article XV. Vice President for Business and Finance

1. The Vice President for Business and Finance shall be an executive officer, under the President, responsible for all business and finance, including accounting and auditing, preparation of budgets, fiscal planning, and operating of services of the University. He shall have the power and duties assigned to him by the President and shall report to the President.

2. He shall have custody of all records, contracts, agreements, deeds, and other documents of the University or relating to its operations or properties, except minutes of meetings.

3. He shall submit to each regular meeting of the Executive Committee a report on those aspects of the finances of the University that the Executive Committee may require, and shall submit to the Board of Trustees at the end of each fiscal year an account of all receipts and disbursements for the preceding year and a statement in such detail as the Board of Trustees may require of the financial condition of the University at the end of such year.

4. He and the personnel under him shall be bonded to the extent determined by the Executive Committee.

Article XVI. Vice President for Health Affairs

The Vice President for Health Affairs shall be an executive officer, under the President, responsible for the operation of the Medical Center. He shall have the powers and duties assigned to him by the President and shall report to the President.

Article XVII. Treasurer

1. The Treasurer shall report to the President or such officer of the University as the President may direct and shall have the powers and duties assigned to him by the President or such other officer.

2. He may receive and disburse investment funds and purchase, sell, or otherwise dispose of investment securities pursuant to the directions of the Executive Committee or Investment Committee, as the case may be.

3. He and the personnel under him shall be bonded to the extent determined by the Executive Committee.

Article XVIII. Secretary

1. The Secretary, under the President, shall have all of the powers and duties set forth in these Bylaws and the powers and duties commonly incident to his office. He also shall have the powers and duties assigned to him by the President and shall report to the President.

2. He shall be the custodian of the seal of the corporation and shall affix and attest to same on all duly authorized contracts, deeds and other documents.

3. He shall maintain an official roster setting forth the status of all persons employed by the University.

Article XIX. University Counsel

The University Counsel shall be the legal advisor to the University and shall be responsible for all matters of a legal nature concerning the University, including litigation, preparation or approval of all contracts, deeds, conveyances, or other documents.

Article XX. Faculty

1. The University Faculty shall be composed of the President, the Chancellor, the Provost, the Vice Presidents, the Secretary (who shall also be the Secretary of the Faculty), all deans, professors, associate professors, and assistant professors, and all other full-time members of the instructional staff who are not candidates for degrees at Duke University, Registrar, and the University Librarian, and such other persons as may be designated by the President and approved by the Executive Committee or the Board of Trustees.

2. The University Faculty shall be responsible for the conduct of instruction and research in the various colleges and schools in the University. It may also consider and make recommendations to the President regarding any and all phases of education at the University.

3. The University Faculty shall approve and recommend to the Board of Trustees the persons it deems fit to receive degrees or other marks of distinction, and the establishment of any new degree or diploma.

4. The University Faculty may organize and exercise its functions through appropriate councils, committees, or other bodies.

5. Each college and school in the University may have a faculty of its own, which shall be composed of the President, the Chancellor, the Provost, the Secretary, and all members of the University Faculty in the particular college or school. Each such faculty shall function under the President and other officers of educational administration and subject to the regulations of the University Faculty.

Article XXI. Appointments, Promotions and Tenure

1. Members of the University Faculty shall be elected, appointed, or promoted by the Board of Trustees or the Executive Committee upon the recommendation of the Provost, with the approval of the President.

2. Except for positions designated as "medical research", "adjunct", or "clinical", members of the University Faculty, above the rank of instructors (associates in the Medical School), shall have tenure after seven years of continuous service at the University, or such shorter period as may be determined for individual cases by the Board of Trustees or the Executive Committee.

Article XXII. Sabbatical Leaves

1. Each member of the University Faculty of the rank of professor, associate professor, or assistant professor shall be eligible for sabbatical leave after each six years of service to the University. Such leave may be taken for a full year at half salary or a half year at full salary.

2. Sabbatical leave may be granted by the Executive Committee upon the written recommendation of the dean of the appropriate college or school, approved by the Provost and the President.

Article XXIII. Retirement

1. All members of the faculty of the University who are eligible for or participate in the TIAA Plan and who would attain the age of seventy years prior to March 1 of a given academic year shall retire at the end of the preceding academic year and all such members of the faculty who attain the age of seventy years on or after March 1 in a given academic year shall retire at the end of such academic year.

2. The retirement and annuity plan adopted by the University on October 1, 1925, is hereby amended in those respects required to conform with the provisions of the Bylaws.

Article XXIV. Student Body

1. The student body of Duke University shall be composed of all full-time and part-time students regularly enrolled in the University.

2. The student body may consider and make recommendations to the President regarding any and all phases of education and student life at the University.

3. The student body may organize and conduct its affairs under elected representative government or governments and through appropriate councils, committees, or other bodies.

Article XXV. The University Libraries

1. The University Libraries are composed of (1) the William R. Perkins Library and its branches, (2) the School of Law Library, and (3) the Medical Center Library and its branches.

2. The University Libraries shall be responsible for such development and dissemination of scholarly and informational resources required by the academic community for instruction, research, study and publication, as designated by the Provost.

3. Professional librarians of the University Libraries shall be composed of the University Librarian, the Librarian of the School of Law, the Director of the Medical Center Library and other such persons as may be designated by the Provost with the approval of the President. The professional librarians shall be appointed or promoted by the Provost, with approval of the President, after the Provost has received recommendations from the University Librarian, the Librarian of the School of Law through the Dean of the School of Law, or from the Director of the Medical Center Library through the Vice President for Health Affairs.

4. The professional librarians of the University Libraries may organize and exercise their functions through appropriate councils, committees, or other bodies.

5. The University Libraries shall function under the President and other officers of educational administration, and subject to the regulations of the professional librarians of the University Libraries, as approved by the Provost.

Article XXVI. Fiscal Year, Academic Year and Academic Calendar

1. The fiscal year of the University shall commence on July 1 and end on the following June 30.
2. The academic year of the University shall commence on September 1 and end on the following August 31.
3. The President shall establish the academic calendar for each academic year, and designate the day on which the graduation exercises shall take place.

Article XXVII. Amendment of Bylaws

These Bylaws may be amended at any regular meeting of the Board of Trustees by the affirmative vote of two-thirds of the then membership of the Board, provided that the proposed amendment is mailed by the secretary of the Board to each member at least twenty days before the meeting.

Alumni Organizations

All former students of Duke University who have earned degrees or who are otherwise qualified by meeting residence requirements are enrolled as members of the General Alumni Association when their classes are graduated.

The purposes of the General Alumni Association, to quote from its constitution, are "... to unite its members in good fellowship and in cooperative enterprise with the faculties, students, officers, and trustees of Duke University, toward the fulfillment of the University's educational and humanitarian purposes; to aid in providing for the University an atmosphere in which scholarship and learning might flourish and in which the continuing search for truth and enlightenment might proceed unhindered; and in all appropriate ways to assist and stimulate Duke University toward significant achievement and influence." The General Alumni Association meets annually, usually in May or June.

Individual sub-associations have been organized by the alumni of the Schools of Divinity, Engineering, Forestry, Law, Medicine, and Nursing. Each graduated class also exists as a permanent organization, with members holding reunions at intervals of five years. Local alumni associations are established in approximately 100 areas where alumni live in concentrated numbers, and these associations usually meet at least once a year.

The Duke University National Council is the executive council of the General Alumni Association and determines the broad policies and patterns for all alumni organizations. Its membership consists of representatives from each of the organizations and also from each of the University's faculties and student bodies. The National Council meets twice each year, on the Saturday closest to Founders' Day, December 11, and during Alumni Weekend in May or June. In the interim between meetings its business is handled by an executive committee.

The Department of Alumni Affairs is the University's administrative and coordinating agency for all alumni organizations and programs except those that involve a continuing financial support effort. Alumni fund raising programs are administered by the Office of Development. The Department of Alumni Affairs is located in the Alumni House at 2138 Campus Drive and includes the Alumni Records Office as well as a bulk mailing facility available to the University community.

The graduates of the University elect twelve of the thirty-six members of the University's Board of Trustees, with four being elected in alternate years for six year terms. The election is by mail ballot.

Gifts and Bequests

Duke University is a privately established institution which derives its principal support from endowment funds and from gifts and grants, thus enabling it to offer both academic and professional training to its students at a fraction of the actual cost. Gifts and grants for both operational and capital development purposes presently account for approximately one-half of the University's annual income. They are essential to the quality of its educational services and to its progress as a center of learning and research.

Gifts to Duke University, of course, fully qualify as tax deductible contributions.

The University welcomes gifts, immediate or deferred, when made without restriction as to use or when designated for any of a broad variety of purposes. Gifts may be of cash, securities, or any kind of real or personal property, depending upon the wishes and the conveniences of the donor, and University officers are prepared to confer at any time to make sure that both the donor's wishes and possible tax advantages are fully realized.

A number of publications, designed to assist the donor in making a gift, are available, and requests for these or other information will be promptly acknowledged. Such requests should be addressed to the Duke University Development Office, Duke Station, Durham, N. C. 27706

Deferred gifts may be made through bequests or through insurance, as well as through a variety of trust arrangements. Such gifts may become significant factors in estate planning, and while qualified counseling is essential in most instances, some sample bequest forms may be noted.

GENERAL

I give (devise; if real property) and bequeath to Duke University, a corporation existing under the laws of the State of North Carolina and located in the City and County of Durham, State of North Carolina, and its successors forever, the sum of dollars (or otherwise describe the gift) for the general purposes and uses of the University at the discretion of the Board of Trustees.

SPECIFIC

I give (devise; if real property) and bequeath to Duke University, a corporation existing under the laws of the State of North Carolina and located in the City and County of Durham, State of North Carolina, or its successors forever, the sum of dollars (or otherwise describe the gift) and direct that the income therefrom shall be used for the following purposes, viz. (here describe the use desired).

CODICIL

Having hereinbefore made my last Will and Testament dated, and being of sound mind, I hereby make, publish, and declare the following codicil thereto; (here insert clause in same form as if it had been included in body of Will.) Except as hereinbefore changed, I hereby ratify, confirm, and republish my said last Will and Testament.

Office of Public Relations

The Office of Public Relations is the official news agency of the University, and all University news, except sports, emanates from this office. The Office

maintains the University's relationship with the press, radio and television, and other communications media, and interprets the University – its faculty, its research, and its academic achievements – to the public via these media.

The Office also maintains individual biographical files on all faculty members, students, and staff, as well as files on all University departments and activities. Its files of clippings form a rich source of historical information of the Institution's life. In addition, the Office is a source of information for the many inquiries about Duke University which are received daily from all sections of the nation and from abroad.

MAP OF DUKE UNIVERSITY

East Campus

- | | |
|---------------------------|------------------------|
| A Baldwin Auditorium | O Pegram House |
| B Bassett House | P Duke Press |
| C Brown House | Q Infirmary |
| D Union Building | R Ark |
| E Faculty Apartments | S Crowell Building |
| F Art Museum, Geology | T Epworth Inn |
| G Aycock House | U Gilbert-Addams House |
| H East Duke Building | V Southgate Hall |
| I West Duke Building | W Campus Center |
| J Jarvis House | X Woman's College |
| K Carr Building | Y Gymnasium |
| L Giles House | Z Asbury Building |
| M Woman's College Library | AA Bwins Building |
| N Alspaugh House | BB Art Building |
| | BB Branson Building |



West Campus

- | | | | |
|---------------------------------------|---|----------------------|---------------------------------------|
| A Duke Chapel | H Hospital Main Entrance | O Craven Quadrangle | V Card Gymnasium |
| B Divinity School | I Gerontology, D & T, Clinical Research | P Wannamaker Hall | W Indoor Stadium |
| C Gray Building | J Duke Hospital | Q Crowell Quadrangle | X School of Law |
| D Perkins Library | K Sociology, Psychology | R Clock Tower Court | Y Gross Chemical Lab |
| E Language Center | L Social Sciences | S Kilgo Quadrangle | Z Biological Sciences |
| F Old Chemistry Building | M Allen Building | T Union Building | AA Plant Environment Laboratory |
| G Davison Building School of Medicine | N Few Quadrangle | U Flowers Building | BB Physics Building |
| | | Page Auditorium | CC Nuclear Laboratory |
| | | | DD School of Engineer |
| | | | EE Army Research |
| | | | FF Medical Center Re Buildings |
| | | | GG Nanaline H. Duke Sciences Building |
| | | | HH Warehouse, Shop |
| | | | II Bell Building |
| | | | JJ Hanes House |
| | | | KK School of Nursing |
| | | | LL Hanes House Anne |
| | | | MM Pickens Rehabilita Center |
| | | | NN Graduate Center |
| | | | OO Alumni House |
| | | | PP Commonwealth-Stu Center |
| | | | QQ Personnel Office |
| | | | RR International Hous |
| | | | SS Personnel Office |
| | | | TT Education Improve Program |
| | | | UU A Better Chance Pr |
| | | | VV International Studi Center |
| | | | WW Campus Stores Off |
| | | | XX Office of Institutio |
| | | | YY Advancement |
| | | | ZZ Information Servi |
| | | | Visitors Bureau |
| | | | XX Admissions Office |
| | | | YY Edens Quadrangle |
| | | | ZZ Wade Stadium |



Bulletin of Duke University

Medical Center

1976-1977



Bulletin of Duke University

Medical Center

1976-1977

Durham, North Carolina

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School of Medicine Calendar 1976-1977

First Year (Freshmen) Students

1976

August	
27	Friday—Fees and tuition payable
27	Friday, 8:30 a.m.—Orientation
30	Monday, 8:10 a.m.—First day of academic year, 1976-1977, begin fall semester
September	
6	Monday—Labor Day holiday
October	
22	Friday—Fees and tuition payable
November	
24	Wednesday, 6:00 p.m.—Begin Thanksgiving holiday
29	Monday, 8:10 a.m.—Classes resume
December	
18	Saturday, 6:00 p.m.—Begin Christmas holiday

1977

January	
3	Monday, 8:10 a.m.—Classes resume
7	Friday—Fees and tuition payable
8	Saturday, 6:00 p.m.—End fall semester
10	Monday, 8:10 a.m.—Begin spring semester
March	
2	Wednesday—Registration for summer term II, 1976, and terms 1, 2, 3, 4, 1976-1977
4	Friday—Fees and tuition payable
5	Saturday, 1:00 p.m.—Begin spring vacation
14	Monday, 8:10 a.m.—Classes resume

Second Year (Sophomore),* Third Year (Junior),† and

Fourth Year (Senior)† Students

1976

March	
5	Friday—Fees and tuition payable
6	Saturday—End term 3, 1975-1976
6	Saturday, 12:00 noon—Begin spring vacation
15	Monday, 8:00 a.m.—Classes resume, begin term 4, 1975-1976
17	Wednesday—Registration for summer terms I and II, 1976, and terms 1, 2, 3, 4, 1976-1977
29-30	Tuesday-Wednesday—Preregistration for Graduate School fall semester, 1976

*Five terms of eight week's duration.

†Four terms of eight week's duration.

May	
5	Wednesday, 8:30 a.m.—Examination Day for juniors and seniors
7	Friday—Fees and tuition payable for summer term I, 1976
8	Saturday, 12:00 noon—End term 4, 1975-1976
8-9	Saturday-Sunday—Graduation activities
10	Monday, 8:00 a.m.—Begin summer term I, 1976
July	
1	Thursday—Fees and tuition payable for summer term II, 1976
3	Saturday, 12:00 noon—End summer term I, 1976
5	Monday—Independence Day holiday
6	Tuesday, 8:00 a.m.—Begin summer term II, 1976
August	
27	Friday—Fees and tuition payable
28	Saturday, 12:00 noon—End summer term II, 1976
30	Monday, 8:00 a.m.—First day of academic year 1976-1977, begin term 1, 1976-1977
September	
6	Monday—Labor Day holiday
8	Wednesday, 8:30 a.m.—National Boards, Part I
9	Thursday, 8:30 a.m.—National Boards, Part I
October	
22	Friday—Fees and tuition payable
23	Saturday, 12:00 noon—End term 1, 1976-1977
25	Monday, 8:00 a.m.—Begin term 2, 1976-1977
November	
24	Wednesday, 6:00 p.m.—Begin Thanksgiving holiday
29	Monday, 8:00 a.m.—Classes resume
December	
18	Saturday, 12:00 noon—End term 2, 1976-1977, begin Christmas holiday

1977

January	
7	Friday—Fees and tuition payable
10	Monday, 8:00 a.m.—Classes resume, begin term 3, 1976-1977
March	
4	Friday—Fees and tuition payable
5	Saturday, 12:00 noon—End term 3, 1976-1977, begin spring vacation
14	Monday, 8:00 a.m.—Classes resume, begin term 4, 1976-1977
16	Wednesday—Registration for summer terms I and II, 1977, and terms 1, 2, 3, 4, 1977-1978
May	
4	Wednesday, 8:30 a.m.—Examination Day for seniors
7	Saturday, 12:00 noon—End term 4, 1976-1977
7-8	Saturday-Sunday—Graduation activities
June	
25	Saturday, 6:00 p.m.—End spring semester

University Administration

GENERAL ADMINISTRATION

Terry Sanford, J.D., LL.D., D.H., L.H.D., D.P.A., *President*
John O. Blackburn, Ph.D., *Chancellor*
Frederic N. Cleaveland, Ph.D., *Provost*
Charles B. Huestis, *Vice President for Business and Finance*
William G. Anlyan, M.D., *Vice President for Health Affairs*
Juanita M. Kreps, Ph.D., *Vice President*
J. David Ross, J.D., *Vice President for Institutional Advancement*
Victor A. Bubas, B.S., *Vice President for Community Relations*
Stephen Cannada Harward, A.B., C.P.A., *Treasurer and Assistant Secretary*
J. Peyton Fuller, A.B., *Assistant Vice President and Controller*
Harold W. Lewis, Ph.D., *Vice Provost and Dean of Faculty*
John C. McKinney, Ph.D., *Vice Provost and Dean of the Graduate School*
John M. Fein, Ph.D., *Vice Provost and Dean of Trinity College of Arts and Sciences*
Ewald W. Busse, M.D., *Associate Provost and Director of Medical and Allied Health Education*
John D. Shytle, M.S., *Director Pro Tem of Duke Hospitals*
Frederick C. Joerg, M.B.A., *Assistant Provost for Academic Administration*
Anne Flowers, Ed.D., *Assistant Provost for Educational Program Development*
William J. Griffith, A.B., *Assistant Provost and Dean of Student Affairs*
William C. Turner, Jr., M.Div., *Assistant Provost and Dean of Black Affairs*
Richard L. Wells, Ph.D., *Assistant Provost and Associate Dean of Trinity College of Arts and Sciences*
Joel L. Fleishman, LL.M., *Vice Chancellor for Public Policy Education and Research; Director of Institute for Policy Sciences and Public Affairs*
Connie R. Dunlap, A.M.L.S., *Librarian*
William E. King, Ph.D., *University Archivist*
Clark R. Cahow, Ph.D., *University Registrar*
Olan Lee Petty, Ph.D., *Director of Summer Session*
Rufus H. Powell, LL.B., *Secretary of the University*
Charles Linn Haslam, J.D., *University Counsel*

Board of Visitors of the Medical Center

*Mr. Karl D. Bays, *President, American Hospital Supply Corporation*
Mr. Edward H. Benenson, *President, Benenson Funding Corporation*
Dr. Earl W. Brian, *President, Xonics*
Dr. Shirley Chater, *Assistant Vice Chancellor, University of California at San Francisco*
Dr. John A. D. Cooper, *President, Association of American Medical Colleges*
Dr. Kenneth R. Crispell, *Vice President for Health Sciences, University of Virginia*
Dr. Harry Eagle, *Albert Einstein College of Medicine, Yeshiva University*
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*Deceased, March 3, 1976.

†Deceased, May 23, 1975.

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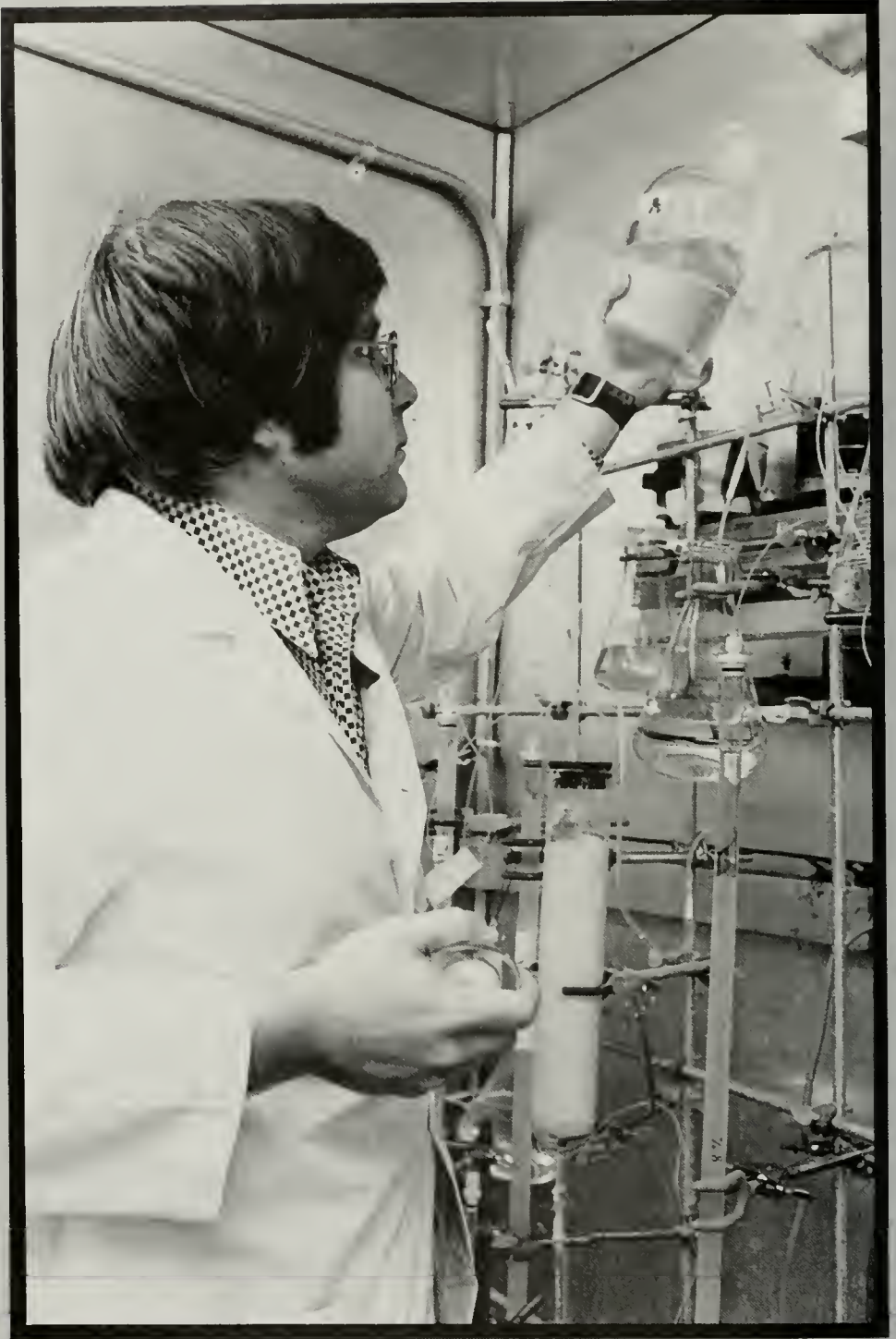
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School of Medicine



General Information



History

In 1924 James Buchanan Duke established The Duke Endowment and thus made possible the creation of Duke University.

I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines is, next to religion, the greatest civilizing influence.

I have selected hospitals as another of the principal objects of this trust because I recognize that they have become indispensable institutions, not only by way of ministering to the comfort of the sick, but in increasing the efficiency of mankind and prolonging human life . . . I very much hope that the people will see to it that adequate and convenient hospitals are assured in their respective communities . . . It is to these rural districts that we are to look in large measure for the bone and sinew of our country.

- In Item VIII of his will, Mr. Duke bequeathed to The Duke Endowment ten million dollars for Duke University, of which four million dollars was to be expended for a medical school, hospital, and nurses' home at Duke University.

Wards and clinics in the hospital were named for eminent physicians and surgeons in order to remind the staff and students of what has been accomplished in medicine, as well as to follow Mr. Duke's Indenture: "I advise courses in history, especially the lives of the great of the earth."

The School of Medicine and Duke Hospital (consisting of 400 beds) were opened in 1930 under the leadership of the first dean, Dr. Wilburt C. Davison, who had recruited an outstanding faculty on a geographic full-time basis. During that same year, the first class of medical students, hospital administration students, and dietetic students were admitted. The Private Diagnostic Clinic was organized in 1932 to provide coordinated medical and surgical care for private patients of moderate incomes.

Over the years the Medical Center has been enlarged and its programs expanded by new construction, and by the acquisition of, and affiliation with, established hospitals.

Currently the Medical Center at Duke University occupies approximately 120 acres. The southern portion is contiguous with the main quadrangle of the University and consists of the following: *Davison Building*—Department of Pathology, Central Teaching Facility, Division of Audiovisual Education, Medical Center Administration, Student Lounge, Office of Admissions; *Duke Hospital South*—Departments of Medicine, Pediatrics, and Surgery, and Amphitheater, Chapel, Private Diagnostic Clinics, Outpatient Clinics, Inpatient Care Units and support services; *Baker House*—offices of Nursing, Medicine, Surgery, Pediatrics, Obstetrics-Gynecology, Health Administration, and Pastoral Care and

Counseling; *Barnes Woodhall Building*—Hospital Administration, offices and laboratories of Obstetrics-Gynecology and Pediatrics, delivery rooms, and the Emergency Service; *Diagnostic and Treatment Building*—offices and clinics of Medicine, Surgery, Pediatrics, and Psychiatry; *Gerontology Building*—Center of Aging, Department of Psychiatry, offices and laboratories of Medicine, Pediatrics, and Surgery; *Clinical Research I*—offices and laboratories of Medicine and Surgery and research wards; *Clinical Research II*—Hyperbaric Unit, offices and laboratories of Medicine, Surgery, Pediatrics, and Psychiatry, and the Clinical Cancer Research Unit; *Clinical Cancer Research Building*—under construction and scheduled for completion in 1978.

The northern portion has the following buildings: *Nanaline H. Duke Medical Sciences Building*—Departments of Biochemistry and Physiology-Pharmacology; *Alex Sands Medical Science Building*—Department of Anatomy and clinical science research programs of the Departments of Medicine, Surgery, Psychiatry, and Anesthesiology; *Edwin L. Jones Basic Cancer Research Building*—Director of Comprehensive Cancer Center, Department of Microbiology and Immunology and basic science research programs of Medicine, Surgery, Pediatrics, Obstetrics-Gynecology, Anatomy and Pathology; *Medical Research Building*—offices and laboratories of Radiology; *Bell Building*—offices and laboratories of Medicine, Surgery, Pediatrics, Radiology, Anatomy, and Ophthalmology, and Information Services, Gross Anatomy laboratories, and the Research Training Program; *Seeley G. Mudd Communications Center and Library*—Medical Center Library, Trent Collection of History of Medicine; *Eye Center*—patient-care activities of the Department of Ophthalmology as well as their offices and laboratories; *Duke Hospital North*—under construction and scheduled for completion in 1979.

In the western section of the campus are: *Research Park Buildings I, II, III, and IV*—offices and laboratories of Medicine, Surgery, Pediatrics, Radiology, and Microbiology and Immunology; *Vivarium*—Division of Laboratory Animal Resources and laboratory animal care facilities; *Animal and Laboratory Isolation Facility*—special containment facility for cancer research.

In the eastern section of the campus are: *Pickens Rehabilitation Center*—General and Rehabilitation Outpatient Clinics; Student Health Service, Employee Health Service, and Faculty Family Health Service; *Civitan Mental Retardation and Child Development Center*—offices, clinics, and laboratories of Psychiatry and Pediatrics; *Graduate Center*—Department of Community Health Sciences.

Duke University Medical Center continues to strive to be a leader in contemporary medicine. This involves maintaining superiority in its four primary functions—unexcelled patient care, dedication to educational programs, national and international distinction in the quality of research, and service to the region.

Growth is identified with deeper involvement in the social aspects of health, the establishment of many advanced therapeutic and research facilities, a building program that will require one or more decades for its completion and a new and imaginative revision of the medical teaching program that has attracted the attention of educators around the world.

Resources for Study

Library. The Medical Center Library, located in the Seeley G. Mudd Building midway between the north and south medical center campuses, attempts to provide all services and collections necessary to further educational, research, and clinical activities in the medical field. The entire collection of approximately 150,000 volumes and 2,200 current journal subscriptions is freely available for

use by Medical Center students and personnel; study accommodation for 500 readers includes extensive provision for audiovisual learning.

The library includes the Trent Collection which is unsurpassed in the southeast as a resource for the study of the history of medicine, and a branch collection of books and journals maintained in the Nanaline B. Duke Medical Sciences Building.

The Medical Center Library is open: Monday-Friday, 8:30 a.m.-midnight; Saturday, 8:30 a.m.-9:00 p.m.; Sunday, 12:00 noon-11 p.m. Summer and holiday hours are as announced.

Director: Warren P. Bird, M.S. (Columbia, 1964), *Associate Professor of Medical Literature*; Curator of the Trent Collection: G.S.T. Cavanagh, B.S., B.L.S. (McGill, 1951), *Professor of Medical Literature*.

The Central Teaching Facility. The Central Teaching Facility, located on the fourth floor of Davison Building, provides laboratory, demonstration, and conference space for all courses taught in the basic sciences with the exception of gross anatomy. A full-time staff maintains a wide range of equipment and provides supplies and services necessary for the teaching programs conducted in the facility, thus enabling the academic staff of each department to devote its efforts entirely toward the students.

Six unit laboratories, each accommodating twenty students, and a twelve-man M.D.-Ph.D. candidate laboratory are devoted to first-year instruction. Each first-year medical student is given a place in one of these laboratories for his own work area which he maintains for the entire academic year. Four small laboratories are interspersed between the six unit laboratories and provide space for large pieces of equipment used in conjunction with exercises conducted in the unit laboratories. They also provide space for small laboratory projects. Two large multipurpose laboratories can accommodate over fifty students each for a large variety of teaching exercises. Other areas include demonstration and conference rooms and a microscopy laboratory for advanced courses offered during the third year.

In addition to providing services to the School of Medicine, the Central Teaching Facility provides its resources for use throughout the year by allied health science programs.

Manager: J. Edward King, M.A.; Assistant Manager: Carol G. Reilly, B.S.

Division of Audiovisual Education. The Division of Audiovisual Education serves the Medical Center by providing all types of audiovisual materials to assist the faculty. There are three subdivisions: the Medical Art Facility, the Medical Photography Facility, and the Central Television Facility.

The Medical Art Facility provides illustrations produced by various art methods and techniques. Services rendered are medical illustrations, schematic and mechanical drawings, diagrams, charts, graphs, designs, lettering, signs, casts, models and exhibits, and other forms of illustrations.

The Medical Photography Facility is staffed and equipped to provide all photographs needed in the diagnosis and treatment of patients, for teaching, and in research. For example, the photographers take pictures of patients, including such fine details as the patterns of vessels on the retinae or those of the skin as they are revealed by infrared light. Standard sized slides, transparencies, and prints are produced as requested.

The Central Television Facility also provides services for teaching, research, and patient-care programs. A two-channel television link (ITFS) has been established between the Central Television Facility and the Durham V. A. Hospital. This link makes possible two-way, two-channel transmissions for use in educational programs. Motion pictures in color and with sound are also produced by this section. Classroom services, projectionists, and projectors are provided.

During the past several years, through the aegis of a Veterans Administration contract, a collection of audiovisual materials in videotape, 16 mm., 8 mm., and slide/tape formats have been produced. These materials are available for use through the Media Learning Laboratory in the Allied Health Education Building at the Durham V.A. Hospital.

Although no formal study programs in medical art, medical photography, and medical television are scheduled, individual training tailored to the students' need is available.

Director: Sam A. Agnello, A.B.

Duke Hospital. Duke Hospital, one of the largest private hospitals in the south, is part of the Medical Center and currently has 895 beds. The hospital directs its efforts toward the three goals of expert patient care, professional education, and service to the community. It offers patients modern comprehensive diagnostic and treatment facilities and special acute care and intensive nursing units for seriously ill patients. Ambulatory patients who need little nursing attention may be admitted to a minimal care unit. Surgical facilities include eighteen operating rooms where hospital surgeons perform more than 16,000 operative procedures annually. Approximately 1,800 babies are born each year in the delivery suite. Other special facilities for patients include a heart catheterization laboratory, cancer research unit, pulmonary care unit, hyperbaric oxygenation chamber, and cardiac care unit.

The over 29,000 patients admitted annually have their choice of private, semi-private, or ward accommodations. Close working relationships with private and governmental health and welfare agencies provide opportunities for continued care of patients after they leave Duke Hospital.

Ambulatory services include the nonprivate outpatient clinics, private diagnostic clinics, the employee health office, and the emergency department, with annual total patient visits of over 400,000. The clinical faculty of Duke University School of Medicine participates in undergraduate and graduate medical education and practices medicine in the hospital and in private diagnostic clinics.

Duke Hospital, with a house staff of approximately 490, is approved for internship and residency training by the Council on Medical Education and Hospitals of the American Medical Association and is fully accredited by the Joint Commission on Accreditation of Hospitals.

Veterans Administration Hospital. The Durham Veterans Administration Hospital, with 489 beds, annually admits over 7,000 patients. Within walking distance from the School of Medicine, closely integrated teaching and training programs for medical students and house staff are provided by the full-time professional staff who are members of the faculty of Duke University School of Medicine.

Highland Hospital. Highland Hospital, in Asheville, North Carolina, is a 131-bed, private, nonprofit, psychiatric hospital. It was founded in 1904 by Dr. Robert S. Carroll, who donated the hospital in 1939 to the Duke University Medical Center. In July, 1967, Highland Hospital was fully integrated into the Duke University Medical Center as a division of the Department of Psychiatry.

All full-time psychiatrists, psychologists, and social workers at Highland Hospital hold academic appointments in the Department of Psychiatry of the Duke University Medical Center. The faculty at Highland is active in teaching psychiatry, psychology, and psychiatric social work to medical students, psychiatric residents, student psychologists, student social workers, and physician's associate students. Members of the faculty may also be involved in psychiatric and psychological research as well. These academic endeavors, and a

striving for excellence that accompanies them, provide a stimulating atmosphere for the best possible patient care.

Sea Level Hospital. Sea Level Hospital in Carteret County, North Carolina, became part of Duke University Medical Center in 1969 as a result of a gift by D. E. Taylor and family of West Palm Beach, Florida. The 72-bed community hospital retains its professional and administrative staff, with representatives of the Medical Center serving in an advisory capacity. It provides an opportunity for medical students to obtain experience in the practice of medicine in a small community.

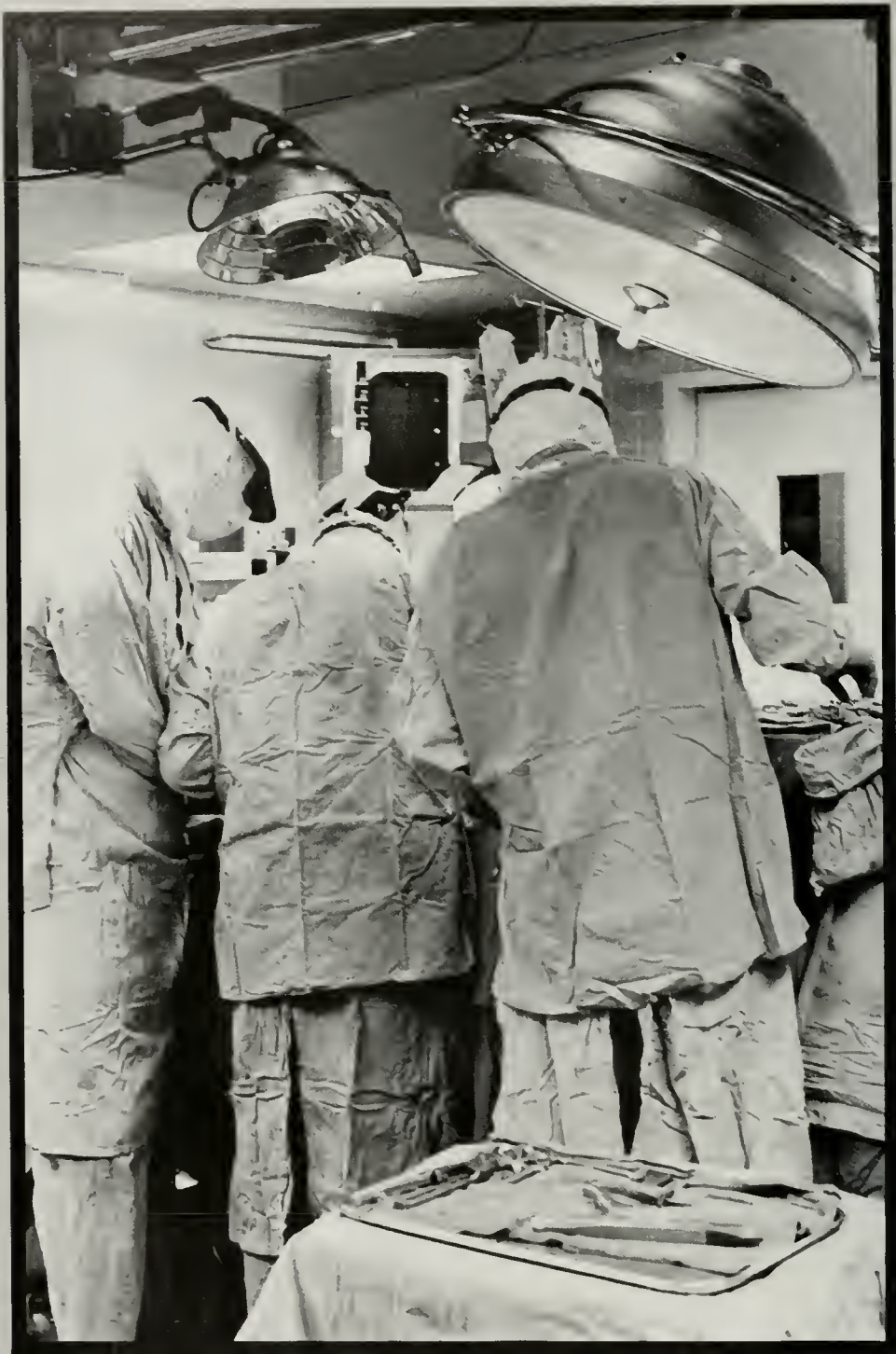
Lenox D. Baker Cerebral Palsy and Crippled Children's Hospital. The Lenox D. Baker North Carolina Cerebral Palsy Hospital, with 40 beds, is a residential rehabilitation center for children with neuromuscular and skeletal diseases, primarily cerebra palsy. Although it is a state institution, physicians on the faculty of the Duke University Medical Center conduct interdepartmental teaching and training programs for house staff, medical students, and the Cerebral Palsy Hospital staff.

Watts Hospital. Watts Hospital is a county-owned, 318-bed, general, short-term care community facility serving the residents of Durham County. This institution participates in many of the medical and health-related professional training experiences.

Other Hospitals. Various cooperative teaching and training programs are available for medical and allied health professional students and house staff at other hospitals including Lincoln and McPherson Hospitals in Durham, Oteen Veterans Administration Hospital in Buncombe County, Murdoch Center for Retarded Children and John Umstead Hospital in Butner, Dorothea Dix Hospital in Raleigh, and Cabarrus Memorial Hospital in Concord, North Carolina.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of race, color, national and ethnic origin, or sex, in the administration of educational policies, admission policies, financial aid, employment, or any other University program or activity. It admits qualified students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students.



Program Information



The Medical Curriculum

In recent years, analysis and appraisal of medical curricula have resulted in changes in many medical schools. Several factors have required these changes. Important among them are the increasing scope and complexity of medicine generally, and the dissatisfaction with the sharp cleavage between basic science and clinical years. As a result of long study, the Duke University School of Medicine instituted a major revision of the curriculum, beginning with the class which entered in the fall of 1966.

The aims of the present curriculum are: (1) to provide a strong academic basis for a lifetime of growth within the profession of medicine, with the development of technical competency, proficiency, and the proper attitudes peculiar to the practice of medicine as well as appreciation of the broader social and service responsibilities; (2) to establish for the first year a basic science program which will fulfill the purposes of the increasingly heterogeneous student body; (3) to offer both clinical and basic science education simultaneously; (4) to permit the student to explore his personal intellectual preferences and capabilities; (5) to allow indepth study in selected areas, either clinical or basic science; (6) to provide greater freedom of course selection and thus to encourage earlier career decision; and (7) to achieve better integration of the medical school curriculum with residency training and the practice of medicine.

The curriculum, while offering a previously unattainable degree of flexibility to medical education and new opportunities for intellectual exploration, also makes heavy demands upon the student. It should be recognized that a medical student at Duke University School of Medicine is expected to maintain a consistent level of attainment and to demonstrate qualities of initiative and dedication to his chosen profession. A scholarly attitude toward medicine that will continue throughout an entire career is an important objective of the Medical School. The foundations of this attitude to learning should accompany the student when he enters.

A student is expected to maintain at all times a professional attitude toward patients, to respect confidences, and to recognize that he is the recipient of privileged information only to be discussed within the context of scholarship and in circumstances that truly contribute to the educational process or to the care of the patient. This attitude involves consideration not only of speech and personal appearance but also of morality, honor, and integrity.

Doctor of Medicine Degree

The degree of Doctor of Medicine is awarded upon approval by the faculty of Duke University to those students who have completed the curriculum of the School of Medicine, who have demonstrated their fitness to practice medicine by adherence to a high standard of ethical behavior and morality, and who have paid or made satisfactory arrangements to pay all indebtedness to the University. Students are required to take Part I of the National Board Examinations on a candidate basis, during either September or June following successful completion of the first year.

Course Requirements—First Year. The student will study the principles of all the basic science disciplines. Rather than mastering an encyclopedic array of facts, the purpose will be to acquire familiarity with the major principles of each subject. An introduction to clinical medicine will be presented by the clinical services. The year will be divided into two terms of instruction, of eighteen weeks and twenty-three weeks, as follows:

Term 1	Credit
Gross Anatomy	3
Microanatomy	3
Neuroanatomy	2
Biochemistry	5
Physiology	5
Genetics	1
	19
Term 2	Credit
Pathology	5
Microbiology	5
Introduction to Clinical Diagnosis:	5
Laboratory, Physical, and Radiologic Diagnosis	
Pharmacology	4
Human Behavior	2
Community Health Sciences	2
Immunology	1
	24

Course Requirements—Second Year. The second year will provide an exposure to clinical science disciplines, which permit the student early in his career to become a participant in the care of patients. The acquired appreciation of the problems of the clinical areas and the opportunities to recognize the applications of the basic sciences should lead to a more meaningful selection of courses for the subsequent two years. The second year will be divided into five terms of eight weeks each as follows: medicine, obstetrics, pediatrics, psychiatry, and surgery.

Course Requirements—Third and Fourth Years. These two years will be made up of elective courses, selected by the student within requisite limitations. Each student will choose professional advisers from the preclinical and clinical faculties to assist him in formulating his program for the third and fourth years. Half of the time must be devoted to basic science and half to clinical science. Completion of the Medical Research Training Program or one of the special study programs may fulfill the requirements for basic science.

The elective courses of study offered are described under each department. The wide selection affords an opportunity for each student to design his program to best satisfy his needs in conformity with his medical future, with guidance from his advisers.

As an alternative after completion of the second year, the student may enroll as a Ph.D. candidate in one of the basic sciences, earning this degree in two or three years. Then, having completed three of the four years necessary for a Doctor of Medicine degree, he may earn that degree by completing a fourth clinical year.

The third and fourth years will be divided into eight terms of eight weeks each. Certain courses as noted will be offered during two summer terms.

Promotion. The records of each student are reviewed periodically by promotion committees composed of the department chairmen. The Director of Medical Education acts on the recommendations received from the promotion committees and may:

1. Promote students whose work is satisfactory;
2. Warn students whose work is less than satisfactory that they must improve their scholastic endeavor;
3. Place on probation students whose work is unsatisfactory;
4. Request the resignation of any student who is considered an unpromising candidate for the degree of Doctor of Medicine.

A student wishing to appeal a decision may do so to the Director of Medical Education within two weeks of his notification.

The Director, with the advice of the Medical School Advisory Committee, reserves the right to require the withdrawal of any student at any time if, in the opinion of the majority of committee members, the student should not continue in the Medical School.

Combined Degree Programs

Medical Scientist Training Program. The Medical Scientist Training Program is designed for highly qualified students strongly motivated toward a career in medical sciences and academic medicine. It provides an opportunity to integrate graduate education in one of the sciences basic to medicine with the full clinical curriculum of the School of Medicine. The program requires, on the average, six to seven years of study and leads to both the M.D. and Ph.D. degrees. Although the special emphasis of this program is on basic medical science, the trainees, because of their education in clinical medicine, have a remarkable range of career opportunities open to them. Graduates of this program follow one of two broad paths. Some embark directly on careers in teaching and research in one of the basic medical sciences, while maintaining strong ties with clinical science as a result of their combined training. Others enter residency programs before pursuing investigative and teaching careers in clinical medicine, carrying with them strong academic backgrounds which allow them to conduct fundamental research with a foundation of superior training and experience in basic sciences.

Eligibility. Applicants must meet the admission requirements of both the Medical School, as a candidate for the M.D. degree, and the Graduate School as a candidate for the Ph.D. degree. Most candidates apply for admission to the first year of the program, but applications are accepted from students who are in residence in the Medical School or Graduate School of Duke University. In addition to the minimum requirements for acceptance to the Medical School and the Graduate School, advanced course work in science and mathematics as well as prior research experience will count heavily in the selection of candidates.

Financial Support. Students admitted to the first year of the program will receive a traineeship award, consisting of a stipend and full tuition allowance, provided by a National Research Service Award from the National Institutes of Health. Currently, the annual stipend, defined by NIH policy, is \$3,900.

The Training Program. This program has been designed to offer trainees great latitude in the selection of course material. Basic requirements are two academic years composed of the first basic science year and the second clinical science year of the curriculum for medical students at Duke University. Following completion of the second year, the trainee enters the graduate program to complete the requirements for the Ph.D. degree. One more academic year of elective clinical study is necessary to complete the requirements for the M.D. degree. Both degrees are awarded at the completion of this sequence. Minor variations in this schedule can be arranged if this is advantageous to the student's education.

Year 1—Core Basic Science Year. This year consists of courses in anatomy, biochemistry, genetics, microbiology, pathology, pharmacology, and physiology. An introduction to clinical methods concludes the first year. Students in the Medical Scientists Training Program work together throughout the first year, during which time they are encouraged to select their field of graduate study. In the summer between the first and second years, trainees normally will be expected to begin the second year clinical rotations.

Year 2—Core Clinical Science Year. This year encompasses a comprehensive approach to medicine oriented to the patient as a whole. The year provides fundamental training in clinical medicine, with emphasis on the relationships between general biological processes, from conception through birth, development, and maturation to senescence and death, as well as individual clinical states. Special consideration is devoted to the pattern of developmental sequences and to the changes in that pattern determined by genetic composition and the particular environment in which the patient lives.

During the second year, the trainee is taught primarily by teacher-investigators from the clinical departments. The core clinical year is divided into five terms of eight weeks each, encompassing medicine, obstetrics, pediatrics, psychiatry, and surgery. These may be taken in any sequence.

Years 3, 4, 5, (6)—The Graduate Years. During the third, fourth, and fifth and, if necessary, sixth year of the program, the trainee pursues graduate study in order to satisfy the requirements for the Ph.D. degree. These requirements include: (1) completion of necessary course work, (2) adequate performance in the preliminary examination, (3) original research suitable for a dissertation, and (4) successful defense of the thesis in the final examination. Detailed description of the other general requirements for the Ph.D. degree are stated in the *Bulletin of the Graduate School*.

The graduate curriculum of each trainee is developed in consultation with the director of graduate studies of the department in which the trainee elects to study and requires the approval of the Medical Scientist Training Program Committee. Since most of the ordering ideas and experimental techniques of all the medical sciences derive from mathematics and the physical sciences, it is essential to ensure that all students in the program have an adequate foundation in these subjects. Because of the close working relationship and geographical proximity of the departments of medical and physical sciences at Duke, the setting is unusually favorable for the achievement of that goal.

Descriptions of the graduate courses in the Departments of Anatomy, Pathology, Microbiology, Biochemistry, Genetics, Physiology, Pharmacology, Biomedical Engineering, and Computer Science are listed in the *Bulletin of the Graduate School*. Trainees are encouraged to select courses which relate to their developing individual interests rather than follow a prescribed curriculum applied to all students in a given discipline. Such range, flexibility, and freedom are the essence of graduate education. The original research and dissertation of each trainee is supervised by a faculty adviser chosen by the trainee in consultation with the director of graduate studies in his department. The faculty adviser is the

chairman of the trainee's supervisory committee, which consists of at least three members from his major department. This committee generally administers the preliminary examination before the student commences original research and the final examination after the student completes his dissertation.

Final Year—An Elective Year in Clinical Science. In this year, which is entered only after completion of all requirements for the Ph.D. degree, the student is assigned a faculty adviser from the clinical discipline in which he is most interested. The student and his adviser construct an individualized curriculum, which often places major emphasis on one clinical area and minor emphasis in other fields. One aim is the integration of research interests and clinical experience in such a way that the student's research competence will be facilitated; therefore, this year is planned with regard to the trainee's proposed career in research as well. This elective year provides further training in clinical medicine to complement the second or core clinical year, so that the trainee's total clinical experience is the same as that given in the regular clinical years of medical school (the third and fourth years in the majority of schools). It should be noted that since students in the program receive the M.D. degree upon completion of this final year, great care is taken by the faculty to ensure that students are competent and knowledgeable in current concepts of patient care. It is hoped that the final year will provide the student with an experience which is not repeated during his residence training but will serve to complement later phases of his training. Thus, the future surgeon might be exposed to fields other than surgery, since he will receive intensive training in that discipline during his residency.

Application and Admission Procedure. The following guidelines should be observed by individuals applying to the Medical Scientist Training Program.

1. The application form for the Duke University School of Medicine should be completed and submitted as early as possible. Since acceptance into the Medical Scientist Training Program is contingent upon prior acceptance into the School of Medicine, all candidates are first considered to be applicants to the School of Medicine.
2. The application form for the Medical Scientist Training Program should be completed and submitted with the application to the School of Medicine. *To ensure full consideration by the Program Selection Committee, this application should be mailed no later than November 1.*
3. To facilitate review of this application, the Medical College Admission Test should be taken, if possible, in May of the year that the application will be submitted.
4. Only those applicants who are accepted for the program will be requested to complete an application form for the Graduate School. The Graduate Record Examination is not required for this purpose.
5. Applicants will be notified about acceptance into the program on or about February 15.

Faculty and student members of the Medical Scientist Training Program will be available to discuss the Program with applicants visiting Duke University. Additional information may be obtained by writing Henry Kamin, Ph.D., Associate Director, Medical Scientist Training Program, Department of Biochemistry, Duke University Medical Center, Durham, N. C. 27710.

The Medical Historian Program. The Medical Historian Program is conducted under the auspices of the School of Medicine and the Graduate School to professionally train medical historians. A minimum of six years of graduate study is required. Upon satisfactory completion of the program, the Doctor of Medicine and Doctor of Philosophy degrees will be awarded. It is anticipated that graduates will undertake a minimum of one year of postgraduate medical

training, following which their major effort will be in teaching and scholarly activities (in the field of the history of medicine), with minor clinical responsibilities.

Basic requirements are two academic years in the School of Medicine consisting of core basic sciences in the first year ending with the course *Introduction to Clinical Medicine*, and core clinical sciences during the second year, following which the student enters the Department of History in the Graduate School.

Candidates for the Ph.D. degree in history devote approximately two full years to the completion of their required courses, work in seminars, and in preparatory study for their preliminary or qualifying examinations. The actual length of time needed to earn the Ph.D. degree depends upon the number of years beyond this two-year period candidates find necessary for research and writing of their dissertations. Candidates will pursue studies in the Department of History during the third and fourth academic years of the program. After that the student researches and writes the dissertation in the history of medicine and then resumes requirements for the M.D. degree.

Application and Admissions Procedures. Applicants must meet the requirements for admission to the School of Medicine and the Graduate School in the Department of History. Candidates who have completed two years of medical school will also be considered. In addition to the minimum requirements established by the School of Medicine and the Graduate School, courses in history and in the history and philosophy of science will count heavily in the selection of candidates.

Applicants should complete and submit an application form to the Duke University School of Medicine. After preliminary screening, selected candidates will be requested to submit an application to the Graduate School for admission to the Department of History.

Additional information may be obtained by writing to the Director, Medical Historian Program, 206 East Duke Building, Duke University, Durham, N. C. 27708.

The Medicine and Public Policy Program. This program, which normally requires a maximum of five years to complete, is offered to meet the growing demand for persons who combine medical skills and training with a capacity for analytic public decision-making. It aims at training those persons with requisite talent to be leaders in the development and implementation of health policy at all levels of government. Such leadership might be provided as an elected or career public official, as a leader of medical professional organizations, or as a practicing physician or medical scholar active in public affairs.

Utilizing the faculty and resources of the School of Medicine and the Institute of Policy Sciences and Public Affairs, the program offers students a multidisciplinary education that aims at providing:

1. A complete course of study in basic medical sciences and clinical training in the practice of medicine identical in scope and rigor with the education received by students enrolled in the Doctor of Medicine program alone;
2. Familiarity with the organization and financing of health services, with particular focus on the economics and politics of health care;
3. An understanding of the political, bureaucratic, and social processes that define public problems and limit alternative approaches to their solutions;
4. A capacity for quantitative and logical methods of analysis useful in forecasting and appraising policy consequences and in evaluating existing policies;
5. An understanding of the uses and limitations of various analytic techni-

ques and an awareness of the value considerations and ethical choices implicit in particular policy alternatives.

During the first two years at Duke, students enroll in the normal course of study in the School of Medicine. In the third year, course work shifts primarily to the Institute. In the fourth year the student does most of his work in the School of Medicine and completes a client-oriented study of a particular problem in health policy. During the fifth year, students complete their requirements in the School of Medicine, at the completion of which they receive both the M.D. and A.M. in public policy sciences degrees.

Admissions. Students may apply for admission to the program in medicine and policy sciences concurrent with application to the School of Medicine or during their first or second years.

Applications. Requests for applications and specific questions about the program should be addressed to: Director of Graduate Studies, Institute of Policy Sciences and Public Affairs, Box 4875, Duke Station, Durham, N. C. 27706.

The M.D.-J.D. Program. The School of Medicine and the School of Law of Duke University jointly sponsor a program of combined medical and legal education. The program provides an opportunity to acquire a full basic study of the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.D. and the J.D. degrees.

Objectives. The Duke M.D.-J.D. Program seeks to develop a professional who is well grounded both in law and medicine and who can function in areas of overlap between the two disciplines. Although the traditional meeting ground between law and medicine has been in the courtroom in connection with personal injury and malpractice litigation, entirely new areas of medical-legal interaction have developed in recent years. The program emphasizes legislative and regulatory developments concerning the practice of medicine, the role of law in structuring health care delivery systems and in defining the rights and responsibilities of the participants therein.

Specific matters which M.D.-J.D. graduates might address include rehabilitative problems in criminal law, the "right to treatment" of persons involuntarily hospitalized for mental disorders, developments in the regulation of the medical and allied health professions, governmental provision of health insurance for the aged and care for the indigent, the regulation of the drug industry, changing attitudes on abortion and contraception, human experimentation, artificial organs and transplants, and genetic manipulation. These and other areas are undergoing rapid development in which new legal insights must be provided.

Career Opportunities. It is considered likely that most program graduates will take a medical internship before electing a career role as either a physician or a lawyer, using the alternate professional training as a useful adjunct in the specialty selected.

The program reflects the belief that promising career opportunities will be available to graduates, especially in governmental agencies and in universities. Students interested in this program should be cautioned that in the past the possession of the two degrees has not been an automatic key to professional success, and that as a result many knowledgeable persons may regard the M.D.-J.D. graduate with skepticism. Nevertheless, the need for this dual professional has only recently made itself clearly felt, and the kind of integrated study program being offered, with the emphases noted above, has not been available. The merits of the program and the prospects of its graduates must be judged in light of these developments.

Course of Study. The student in the M.D.-J.D. Program begins a six-year

course of study in the School of Medicine. As in the regular M.D. Program, the first year is devoted to the basic medical sciences and the second year to the basic clinical disciplines. At this point the student enters the School of Law, where the first-year curriculum is the same as that of other law students. During the next two years the student may select courses in the Law School which are of special application to medical-legal interests. The sixth and final year is spent in elective clinical work in the Medical School tailored to the student's specialized needs. In addition, the student completes eighteen semester hours, or two summer sessions of elective basic science work.

Throughout the six-year program the student will have available the counsel of faculty members of the two schools to help in the selection of courses and in the definition of career objectives.

Eligibility. Applicants for the M.D.-J.D. Program must qualify for admission to both the School of Medicine and the School of Law. In addition, endorsement by the M.D.-J.D. Committee is required for participation in the program. Because of the special intellectual demands involved in mastering two professions, high standards will be applied in admitting students to the program. It is anticipated that enrollment will be limited, probably no more than three students will be accepted in any one year. Due to the closely integrated nature of the program, transfer students are not considered. Independent pursuit of separate degrees is recommended for those currently enrolled in M.D. or J.D. programs.

Financial Support. The regular loan and scholarship resources of the respective professional schools are available to students while they are enrolled. The program is of such a nature that students might find it possible to obtain support from special sources for their education in this field. The University will assist in seeking out such funds and will support students in their applications. At the present time, no special financial aid is available to the students enrolled in the M.D.-J.D. Program.

Application Procedure. Application forms for the School of Law may be obtained by writing the Dean, Duke University School of Law, Durham, North Carolina 27706. Applications for the School of Medicine may be obtained by writing to the Committee on Admissions, Box 3710, Duke University Medical Center, Durham, North Carolina 27710. At the time of submitting applications to the respective schools, simultaneous application must also be made to the M.D.-J.D. Program by writing Robert J. Sullivan, Jr., M.D., Director, M.D.-J.D. Program, Box 2914, Duke University Medical Center, Durham, North Carolina 27710. A one-page summary of reasons for seeking the combined degree must accompany this letter.

Following receipt of an applicant's letter and summary, the M.D.-J.D. Program Committee will review the applicant's files at the Medical and Law Schools. Eligible individuals will be requested to come to Duke University for an interview by the committee. Following review of the available information, committee endorsement will be conferred on the basis of motivation, demonstrated interest, and likely achievement in the fields relevant to the program's concerns. M.D.-J.D. Program endorsement will be included with a candidate's other credentials for consideration by the Admission Committees at the respective schools. Admission to both schools with committee endorsement will automatically qualify a student for participation in the program.

Individuals failing to receive endorsement by the M.D.-J.D. Program Committee will be assured their respective applications to the Schools of Law and Medicine will proceed independently and be judged by the normal admission procedures for each school. Admission to one or both schools may be achieved by the student and a course of training pursued independent from the combined program outlined in this brochures.

M.D.-J.D. Program Committee endorsement, although reserved for highly qualified individuals, will not automatically lead to admission to either professional school. Individuals receiving admission to only one of the professional schools, while not participating in the M.D.-J.D. Program, may still achieve similar career preparation through participation in elective curriculum in the School of Medicine or similar electives in the School of Law. Although a joint degree is not received, special skills can be developed and career opportunities realized through such alternate programs.

Deadlines. May—at the end of his junior year, the student takes Medical College Admissions Test (MCAT). June—at the end of his junior year, he takes Law School Aptitude Test (LSAT). July—between the junior and senior years, he writes to Law and Medical Schools for application forms. August—he completes the Medical School application and checks the box indicating “M.D.-J.D. Program.” The application must be submitted prior to the November 1 deadline. Simultaneously, the applicant must send a letter to the M.D.-J.D. Program Committee along with the one page summary of reasons for his interest in a joint degree. September—he completes the application form for the School of Law being sure to indicate interest in the “M.D.-J.D. Program” in the area designated “joint degree program.”

Because of the complexity of the admission procedure outlined above, candidates are urged to give early attention to appropriate deadlines for the aptitude tests and application forms. This will assure adequate time for consideration by the M.D.-J.D. Committee. Those failing to receive committee endorsement will be considered for admission to the individual professional schools as a regular applicant.

The M.D.-M.H.A. Program. The objective of this program is to provide selected individuals with an opportunity to acquire education in both medicine and health administration through a combined program of closely integrated courses over a five-year period. This program is designed primarily to train physicians qualified to assume leadership roles in the development and management of both existing and emerging health care delivery organizations. Emphasis is placed on the formulation, analysis, and evaluation of competitive and cooperative decisions and structures within the health care setting. A major advantage of the combined program is the completion of all studies in five years instead of six to seven years required if both programs are taken sequentially.

Students undertaking this program enter the Department of Health Administration after the completion of their second year of medical studies. They then take the three semesters of the basic M.H.A. curriculum, substituting only one course. Following this work, they return full time to the School of Medicine to complete their third and fourth years of medical studies. During these last two years they must take two additional three-hour courses in health administration. Other courses in the department, or from the Graduate School of Business Administration, may also be elected, but this is not required. During the summer between the third and fourth years of medical studies, the students spend full time in a special rotating administrative residency. The terminal year (fifth year) is devoted to completing the curriculum of the School of Medicine. Upon the successful completion of all studies, candidates are awarded both the M.D. and M.H.A. degrees.

Admission Procedures. Applicants must be qualified for admission to the School of Medicine and the Department of Health Administration. Interested students do not need to apply to the M.H.A. program before entering the School of Medicine; they may do so any time prior to completing their fourth semester of medical studies. However, admission to the M.H.A. program following en-

rollment in the School of Medicine requires the concurrent approval of the School.

Application. Requests for the brochure of the Department of Health Administration and application materials should be addressed to the Duke University Graduate School, Durham, North Carolina 27706. Special inquiries should be addressed to the Chairman, Department of Health Administration, Box 3018, Duke University Medical Center, Durham, N.C. 27710.

The M.D.-M.P.H. Program. Students enrolled in the School of Medicine, after satisfactory completion of the first two years of the regular curriculum, may request approval to seek a Masters of Public Health degree at the University of North Carolina, Chapel Hill, or at another approved institution. The program is designed to train physicians in epidemiology and in planning, administering, and evaluating health care delivery systems. Upon receipt of the degree, students are awarded a designated number of credits toward satisfaction of requirements for the M.D. degree at Duke.

For additional information, interested students should contact the Chairman, Department of Community Health Sciences, Duke University School of Medicine, Durham, N. C. 27710.

Postgraduate Education

Residencies. Appointments are from July 1 through June 30 with few exceptions. Residents receive stipends, professional liability insurance, disability insurance, life insurance, uniforms, and laundry of uniforms.

Residencies offered with the chairman or chief of each service are as follows:

Anesthesiology	(Chm.) Merel H. Harmel, M.D.
Family Medicine	(Program Director) William Kane, M.D.
Internal Medicine	(Chm.) James B. Wyngaarden, M.D.
Dermatology	Gerald S. Lazarus, M.D.
Neurology	Stanley H. Appel, M.D.
Obstetrics and Gynecology	(Chm.) Roy T. Parker, M.D.
Ophthalmology	(Chm.) Joseph A. C. Wadsworth, M.D.
Pathology	(Chm.) Robert Jennings, M.D.
Pediatrics	(Chm.) Samuel L. Katz, M.D.
Pediatric Allergy	Susan C. Dees, M.D.
Pediatric Cardiology	Madison S. Spach, M.D.
Psychiatry	(Chm.) H. Keith H. Brodie, M.D.
Radiology	
Diagnostic Radiology	Herman Libshitz, M.D.
Nuclear Medicine	Jack K. Goodrich, M.D.
Therapeutic Radiology	Lowell Miller, M.D.
Surgery	(Chm.) David C. Sabiston, Jr., M.D.
General Surgery	William G. Shingleton, M.D.
Neurosurgery	Guy L. Odom, M.D.
Oral Surgery	Nicholas G. Georgiade, D.D.S., M.D.
Orthopaedic Surgery	J. Leonard Goldner, M.D.
Otolaryngology	William R. Hudson, M.D.
Plastic Surgery	(Chm.) Nicholas G. Georgiade, D.D.S., M.D.

Duke University Medical Center is a participating member of the National Intern and Resident Matching Program, 2530 North Ridge Avenue, Evanston, Illinois, and all first-year applicants must register with this program. The hospital is a member of the American Hospital Association and approved by the American Medical Association for internship and residency training, and the Joint Commission of Accreditation of Hospitals.

Both men and women graduates of any Class A medical school are eligible for appointments. First year appointments are rarely available to graduates of medical schools outside the United States and Canada, but a limited number of residencies and research fellowships are available following certification by

ECFMG (Educational Council on Foreign Medical Graduates, 3624 Market St., Philadelphia, Pennsylvania). All applicants will be considered without regard to race, color, religion, sex, or national origin.

The Durham Veterans Administration Hospital adjoins the Duke University Campus and is operated under the supervision of the Vice President's Committee of the Duke University Medical Center. The full-time professional staff of the V. A. Hospital are all faculty members of the School of Medicine. All training programs are integrated with corresponding programs at Duke University Medical Center including rotation of house officers at each hospital.

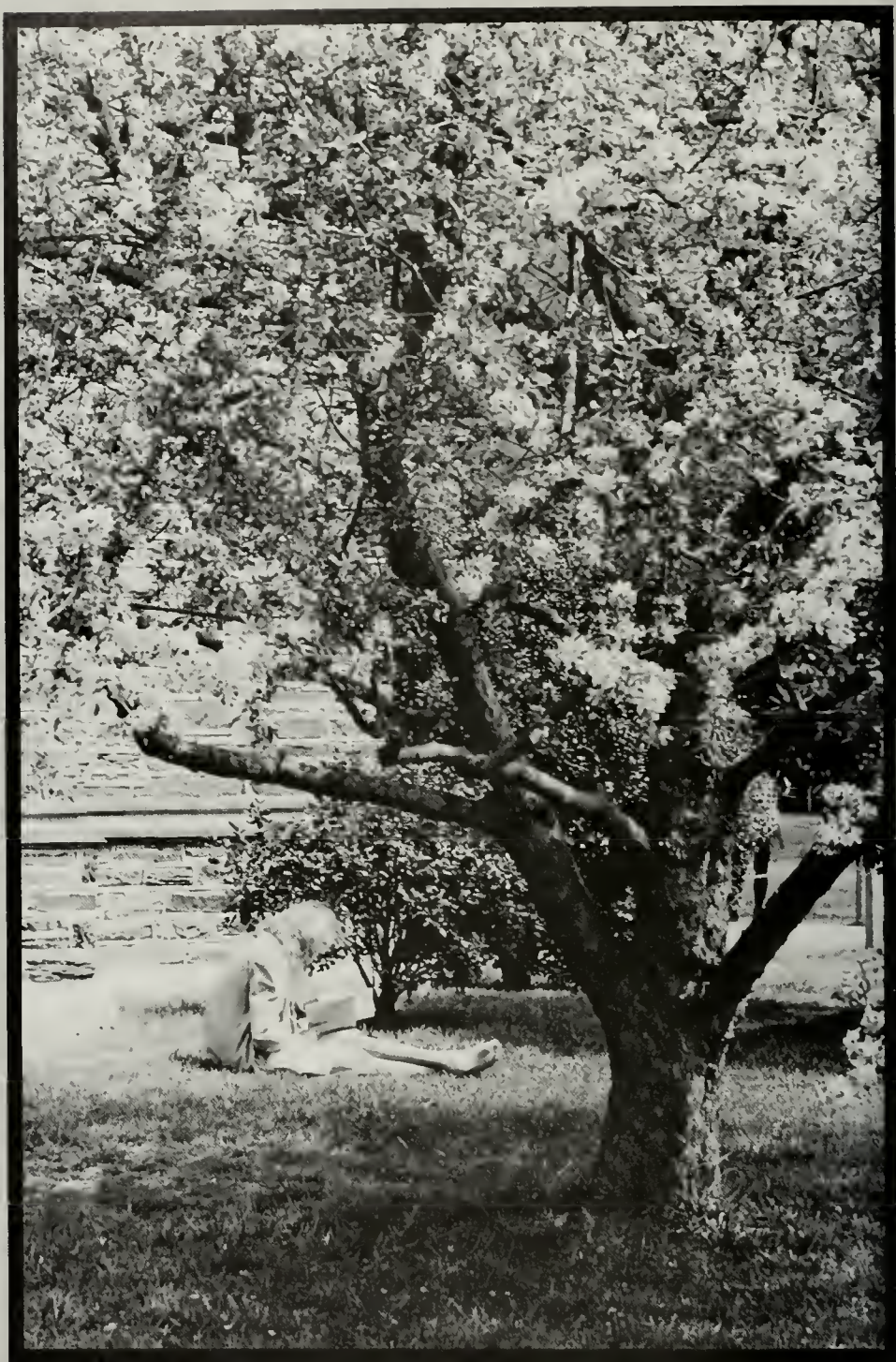
All residents and clinical fellows are required to be licensed by the State of North Carolina. This may be accomplished by (1) a residency training license (fee \$10) that covers only training by Duke and it is not convertible to a full North Carolina license or (2) a full North Carolina license (fee \$100) that is a complete medical license obtained either by State Boards or National Boards and is fully reciprocal with other states for full licenses. Duke Medical Center cannot make applications for house staff. Since house staff members should have the license before beginning duties, arrangements for the license should be made in advance. For additional licensure information, contact Mr. Bryant Paris, North Carolina State Board of Medical Examiners, 222 North Person Street, Raleigh, N. C. 27601.

Application forms and information for residencies or fellowships may be obtained by writing the chairman of the appropriate department, Duke University Medical Center, Durham, N.C. 27710.

Continuing Medical Education. Numerous formal postgraduate courses are given throughout the entire year for physicians in general practice as well as in all specialties. Conferences and tutorial seminars are also available to any physician who desires to attend and participate. Physicians in practice may make arrangements for a period of one day or more for courses tailored to their particular interests. These personal contacts with senior faculty and residents, including patient examinations as well as follow-up care, provide in-house training experience.

The annual one-week course held in Atlantic Beach in mid-July continues to be one of the most well attended programs in the region.

For additional information, please contact William J. A. DeMaria, M.D., Associate Director, Continuing Education, Duke University School of Medicine, Durham, N. C. 27710.



Student Life



The University

Duke University, located in Durham, North Carolina, has an enrollment of 9,993 students from all fifty states and from many foreign countries. Currently, Trinity College of Arts and Sciences, the Graduate School, and the Schools of Business Administration, Divinity, Engineering, Forestry, Law, Medicine, and Nursing constitute the University.

Durham, with a population of approximately 100,000, is in the Piedmont region of North Carolina, which has easy access to the sea coast and mountains. It is one of the three cities bounding the Research Triangle Park where numerous private research laboratories and governmental agencies are located, Duke University is twenty-five miles from North Carolina State University in Raleigh and eight miles from the University of North Carolina (U.N.C.) in Chapel Hill.

Conduct of Students

Duke University expects and will require of all its students cooperation in developing and maintaining high standards of scholarship and conduct.

All students are subject to the rules and regulations of the University as are currently in effect, or, from time to time, are put into effect by the appropriate authorities of the University.

Any student, in accepting admission, indicates his willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations, or for conduct adjudged unsatisfactory or detrimental to the University.

Living Accommodations

Residence Hall Accommodations. The Graduate Center, located near the Duke Medical Center, houses 149 graduate and professional school students and 172 undergraduate women. All assignments are made on a first-apply, first-assigned basis.

The limited number of single rooms, located in the men's section, are usually reserved by previous occupants for the following academic year. Other rooms are equipped with the following for each student: bed with innerspring mattress, chest with mirror, desk with chair, and book shelving.

Town House Apartments. Duke University operates Town House Apartments primarily for graduate and professional school students. Families and other groups are housed in individual apartments if the interests of the University are served. The setting of these apartments provides single graduate students a comfortable, home-like atmosphere. Sixteen of the 32 air-conditioned apartments are equipped for two students, whereas the remaining 16 units are equipped for three students.

Central Campus Apartments. Duke University operates a new 500-unit housing facility known as Central Campus Apartments. Completed in mid-1975, the complex provides basic housing for married graduate and professional school students, single undergraduate and graduate students, and single and married students in allied health programs. Assignments are made on a first-apply, first-assigned basis.

For single students one-bedroom and two-bedroom apartments are fully furnished. The apartments for married students include a few furnished efficiencies and a number of one, two, and three-bedroom units in which the kitchen, living room, and first bedroom are basically furnished. These apartments are furnished and equipped in such a way as to provide economy and convenience to eligible married students while allowing for individuality.

Off-Campus Housing. The Department of Housing Management maintains lists of rental apartments, rooms, and houses provided by Durham property owners or real estate agents who will agree not to discriminate in the rental property because of race, sex, creed, or nationality of a prospective tenant. These lists are available in the department only. Off-campus rental properties are not inspected or approved, nor does the University or its agents negotiate with owners for students, faculty, or staff.

Application Procedures. When a student is informed of his acceptance to the Medical School, he will also receive a form on which to indicate his preference for University housing. This form should be returned to the Medical School where it will be forwarded to the Department of Housing Management. Detailed information on the types of accommodations and application forms will be forwarded to the accepted student. However, if additional information is desired prior to a student's acceptance, please write to the Department of Housing Management, Duke University, Durham, N. C. 27706.

Dining Facilities. The Medical Center cafeteria serves students and employees. Other dining facilities located near the Medical Center are in the Union Building, with two cafeterias and the Oak Room, and in the Graduate Center, with a cafeteria and coffee lounge. The lounge is open from 11:30 a.m. to midnight. (Please refer to section on Dining Facilities in the chapter on Financial Information for approximate food costs.)

Services Available

Student Personal Advisory Program. One important objective of Duke University School of Medicine is to promote an informal, cordial student-faculty relationship. All entering students are given an opportunity to request a personal adviser who will be available to the student throughout his undergraduate medical training. Advisers are assigned from a group of faculty members who have volunteered to serve in this capacity.

Student Health Service. In recognition of the unique health needs of medical students whose activities bring them into far greater contact with communicable disease than the average university student, a special health program for medical

students has been established. Each freshman will submit prior to entry the standard Duke History and Physical Examination form to be completed by his own physician. This will include urinalysis, hemoglobin, and serology. During orientation week freshmen students will be given an appointment to report to the Student Health Services for baseline immunizations to include smallpox, diphtheria-tetanus booster, polio booster, IPPD tuberculin test. The IPPD will be repeated in the junior year. In the senior year each medical student will receive a complete physical examination including urinalysis, hemoglobin, IPPD, and smallpox vaccination. Chest X-rays will be done only on those who have positive tuberculin reactions. A special fee will be required of each medical student to cover the extra cost over the four-year period.

Students receive ambulant care at the University Health Office during regular office hours.

The main components of the Health Service include the Student Health Clinic in the Marshall I. Pickens Rehabilitation Center, located at the corner of Trent Street and Erwin Road, and the Infirmary on the East Campus. For treatment of most illnesses or injuries, students should first contact the Student Health Clinic. Transportation may be made via the campus bus, or emergency transportation can be obtained from the Duke Campus Police or the Durham Ambulance Service.

The facilities of the University Health Services Clinic are available during both regular and summer sessions to all currently enrolled full-time students attending classes on Duke Campus. The facilities of the University Infirmary are available during the regular sessions only from the opening of the University in the fall until Graduation Day in the spring of all currently enrolled full-time students.

The resources of the Duke University Medical Center are available to all the Duke students and their spouses and children. Charges for any and all services received from the Medical Center are the responsibility of the student as are the charges for services received from physicians and hospitals not associated with Duke University.

For emergency problems when the University Health Clinic is not open, the emergency room at Duke University Medical Center is available.

The financial responsibility for expenses incurred in the emergency room rest with the student or his parents, though it is anticipated that most, if not all, such services will be covered under the Duke Student Accident and Sickness Insurance Policy. This Duke Student Accident and Sickness Insurance Policy will cover only true emergencies necessitating treatment at the Hospital Emergency Room. The Emergency Room Business Office will assist in filing claims under this and other health insurance policies.

The Student Health Program does not provide health care for spouses and dependent children of married students. There are provisions in the insurance plan, however, for coverage of the married student's family. Pre-existing conditions of dependent spouse and/or children are not covered.

Student Mental Health Service. The Student Mental Health Service is located in the Pickens Rehabilitation Center on Erwin Road. The service provides evaluation and brief counseling and/or treatment for matters ranging from questions about normal growth and development to the most serious psychiatric disorders.

Student Mental Health Service records are maintained separately and are not a part of any other record system, academic or medical. Contact with the service is strictly confidential.

The Duke Student Accident and Sickness Policy. The Duke Student Accident and Sickness Insurance Policy is available at a reasonable charge. The supple-

mental coverage provides coverage for hospitalization and major medical expenses. The policy is more fully described in a brochure sent through the Bursar's Office.

Vacations and Free Quarters. All students should take note that the Student Health Service does not provide care during quarters for which fees and tuition are not being paid.

The supplemental health insurance plan is designed to complement services normally available through the University Student Health Service in order that they may be protected at times when the service does not apply and for accidents and sickness which it does not cover. This plan provides protection twenty-four hours per day during the full twelve-month term of the policy for each student insured. Students are covered on and off the campus, at home, or while traveling between home and school, and during interim vacation periods.

Information concerning the availability of additional health care may be obtained from the Student Health Service. These rules and regulations are those in effect at the time of publication of this document, but are subject to change at a later date.

Student and Professional Organizations

Alpha Omega Alpha. Alpha Omega Alpha Honorary Medical Fraternity was organized nationally in 1902 and the Duke Chapter (North Carolina Alpha) was chartered in 1931. The aims of this society are the promotion of scholarship and research in medical schools, the encouragement of high standards of character and conduct among students and graduates, and the recognition of high attainment in medical science, practice, and related fields. Students who have demonstrated leadership and academic promise of future achievement are elected. Membership is limited to no more than one-sixth of any class and of these as many as one-half may be elected in the junior year. Honorary membership in the fraternity, as well as honorary alumni and faculty membership, may also be conferred upon certain physicians who have distinguished themselves in the various areas of medical teaching, research, and practice.

Davison Society. All medical students are dues-paying members of the Davison Society which is governed by elected officers and class representatives comprising the Davison Council. The Davison Council functions as the official



representative body for Duke medical students and as such nominates or elects students to serve on all appropriate Medical Center and University committees including: MedSAC, MEPAC, Admissions, Curriculum, Judiciary, Director's Hour, Faculty/Chairman Search, Library, Human Experimentation, and several other committees.

Currently subcommittees of the Council are looking at the issues of curriculum evaluation; primary care at the Medical Center and in medical education at Duke; and communication to all students of the opportunities available for study away from the University such as externships and residencies.

Student representatives are appointed by the Davison Council to attend the annual meetings of the American Medical Student Association, North Carolina Medical Society, American Medical Association, Association of American Medical Colleges, the Southern Medical Association, and other meetings of importance to medical students. Students have been sponsored to attend the Congress on Medical Education, the AMA Congress on Medical Ethics, and the Student National Medical Association annual meetings.

Publications of the Davison Society include a weekly newsletter, *Shifting Dullness*, and a student directory. Socially, the Society sponsors beer and pizza dinners with faculty and administrators, class parties, a picnic, a fall "Prom", the annual spring Medical School Show, and a round-robin tennis tournament with the faculty.

Other medical student groups recognized by, and in part funded by, the Davison Society include the Forum for Primary Care, the Student National Medical Association, the Medical Committee for Human Rights, the Sex Education Committee (which runs an elective course for nursing and medical students, an evening course for undergraduates, and gives courses in the local junior high schools) and the Edgemont Community Clinic (a free clinic run by medical, nursing, pharmacy, and other students from Duke and the University of North Carolina, Chapel Hill).

The Student National Medical Association, Inc. The Student National Medical Association (SNMA) is a national organization composed of medical students. The organization was established in 1964 and now has chapters at eighty of the American medical schools.

The purposes of the Student National Medical Association are: (1) to create an atmosphere wherein professional excellence and moral principles can find fullest expression, (2) to disseminate information relative to minority problems within the field of medical education, (3) to take necessary and proper steps to eradicate prejudicial practices in the field of medical education and related areas as these practices appear to be based on race, creed, color, sex, or national origin, (4) to develop workable programs for the implementation of better urban and rural health care, (5) to provide national leadership in the promulgation of legislative policies for the provision of better health care, (6) to sponsor programs for minority youth to encourage their entrance into the health professions, and (7) to raise the levels of Black student recruitment, admissions, and retention in schools training health care professionals.

The Engel Society. The Engel Society, established in 1966 as a memorial to Professor Frank L. Engel, is designed to promote intellectual and social interaction between students and faculty. Membership is limited to six junior students and six senior students who have demonstrated an inquisitive nature, interest in their fellow man, and high scholastic ability. Four faculty members are selected annually by members of the society for three-year terms. Six dinner meetings with guest speakers are held each year. Other students may be invited to participate.

Ganglion Society. The Ganglion Society (the Duke neuroscience society) seeks to promote interest in the neurosciences and to facilitate communication among individuals studying and working in this multidisciplinary field. To accomplish this, the Society publishes *The Neurotransmitter*, a weekly bulletin of local events in the neurosciences, both basic and clinical. It also sponsors informal evening discussion sessions featuring visiting scientists and clinicians prominent in one or more areas of the neurosciences. Membership and participation in these activities is open to anyone with an interest in the neurosciences.

Duke University Medical Alumni Association. The Duke Medical Alumni Association currently consists of over 5,000 members including all graduates of the Medical School, past and present faculty, and all past and present house officers of Duke Hospital including those who are not Duke Medical School graduates. Associate membership is available to alumni of other Medical Center programs. A quarterly newsletter is sent to all members each year. Around clusters of five-year classes, November reunions are held annually in Durham. Alumni groups have been organized in several states where luncheon and dinner meetings are held following the American Medical Association, the Southern Medical Association, the North Carolina Medical Society, the Medical Society of Virginia, the American Academy of Pediatrics, and several departmental specialty society meetings.

Officers. President: Herbert T. Dukes, M.D., 1955, Pensacola, Florida; Secretary-Treasurer: Jay M. Arena, 1932, Durham, North Carolina.

Awards and Prizes

Davison Scholarship. The Davison Scholarship award consisting of \$1,000 was formerly donated by the late Dean Wilburt C. Davison. The award is now supported by the Davison Club in the memory of Dean Davison and is awarded to enable a medical student to participate in the clinical science elective outside the United States. Any student may apply for the award. For consideration for the scholarship, the elective must be approved by the Study Away Committee.

Thomas Jefferson Award. This award, consisting of \$100, a certificate, and a book recognizes students who make outstanding contributions to the University or to fields which have not been traditionally confined to science and medicine.

Lange Medical Publications Awards. Two seniors selected by the Awards Committee for excellence in academic and service work are awarded four books published by the Lange Medical Publications. The books are selected by individual recipients.

The Joseph Eldridge Markee Memorial Award in Anatomy. Donated by the friends and family of the late Dr. J. E. Markee, James B. Duke Professor of Anatomy and Chairman of the Anatomy Department from 1943 to 1966, and consisting of a certificate, medallion, and cash award of \$200, the award is presented by the Department of Anatomy to the most outstanding student in anatomy during the first year of medical school.

C. V. Mosby Book Award. Four students are selected by the Awards Committee for active participation in service to the students, community, and medical school. The award is a Mosby book not to exceed \$30.

Trent Prize. An annual award of \$100 is given to a Duke medical student for the best essay on any topic in the history of medicine and allied sciences. Mrs. Mary Trent Semans established this award in memory of the late Josiah C. Trent

to encourage students to undertake independent work in the history of medicine and to utilize the resources of the Trent Collection.

Upjohn Award. The award consists of \$200 cash and a certificate and is presented to a Duke graduating senior for excellence in community health science projects and service to the community.

Sandoz Award. This award is given to the student who has distinguished him or herself in basic science research or clinical research. Students will be nominated for this award by departmental chairmen with whom their work has been done and voted upon by the Awards Committee. It consists of a plaque and a check for \$100 and is limited to one student.



Admission



Admission Procedures

Good study habits, intelligence, character, and integrity are essential qualifications for admission. Beyond this, premedical students should strive for an education that develops abilities to observe critically, think analytically, and work independently. Though a knowledge of basic scientific principles should be secured, the competence with which a premedical student conducts his undergraduate career is of more importance than the specific subjects which he studies.

Application for Admission. Application forms for the Duke University School of Medicine may be obtained by writing the Committee on Admissions, Box 3710, Duke University Medical Center, Durham, N. C. 27710. Prior to August 1, all requests for application materials will be assigned to a mailing list. The materials will be forwarded during the first week in August. The deadline for receipt of application requests is October 15, and the deadline for receipt of applications is November 1.

Requirements. Admission to the School of Medicine requires a minimum of ninety semester hours of approved college credit including one year of college English (consisting primarily of expository English composition), one year of inorganic chemistry, one year of organic chemistry, one year of physics, one year of biology and/or zoology, and one year of calculus. All science requirements must be completed not more than seven years prior to entrance.

The Medical College Admission Test, administered by the Medical College Admission Test Office, Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D.C. 20036, is required of all applicants. This test is given in May and October of each year at numerous colleges throughout the United States. Students should consult their premedical advisers and arrange to take this test in May of the year they plan to submit applications for admission.

Selection

Selection is made between September 15 and March 15 for students entering the following September. Data on each candidate are carefully evaluated by the Committee on Admissions. If the distance is not too great, a personal interview will be conducted at Duke for those students with satisfactory credentials. Other candidates will be referred for personal interviews with regional representatives of the Admissions Committee. Those candidates who demonstrate



the most promise for exceptional performance in their future practice of medicine are admitted on the basis of merit without regard to race, color, religion, sex, or national origin and are notified as soon as possible whether or not they have been accepted. In order to ensure enrollment, accepted candidates must return a signed agreement and a fifty dollar deposit within three weeks after notification. Inasmuch as admission is offered a considerable period in advance of matriculation, it is provisional upon the successful completion of remaining required premedical college courses.

Transfer

Applicants who have completed two years in any of most of the American and Canadian medical schools will be considered for transfer only as space permits. Such transfer students are required to complete the second and fourth years of the Duke curriculum. For transfer, completion of Part I of the National Board Examination is required as evidence of satisfactory completion of subjects taught in the first two years of most North American schools.

A limited number of transfer students from foreign medical schools may be admitted each year. Such students should have completed their preclinical training and must complete Part I of the National Board Examination. If space permits, these students will be admitted as members of the sophomore class and rotate in the clinical departments. They will be required to complete the junior and senior years, composed of electives in clinical and preclinical sciences. By attending two summer sessions, a transfer student from a foreign medical school can earn his M.D. degree from Duke University approximately two and one-half years after matriculation.

Transfer application materials must be requested by February 15 of the year of anticipated transfer. The deadline for the receipt of completed applications is March 15 of the same year. Competitive applicants will be sponsored for Part I of the National Board Examinations given in June of that year as part of the evaluation procedure. Upon receipt of the results of this examination, personal interviews will be arranged for those with satisfactory credentials.

Transfers into the freshman or senior year are not permitted.

Advanced Placement

Advanced placement is offered to qualified freshman students on an optional basis for the following first semester courses: anatomy, biochemistry,



genetics, and physiology. Students desiring consideration for advanced placement are required to take examinations in applicable subjects during the first week of medical school. Those who are granted and accept advanced placement for a specific course are not required to enroll in that course but will be responsible for arranging mutually satisfactory substitutions with the appropriate department chairman.

Students who have been awarded Ph.D. degrees in biomedical or preclinical sciences may apply for a three-year program to obtain their M.D. degrees. This program consists of the regular core basic science courses required of all freshman medical students, core clinical rotations during the second year, followed by senior class clinical electives.

Summary

Three years of college work, twenty-five dollars (\$25) nonrefundable application fee, fifty dollars deposit (\$50) within three weeks of notification of acceptance, and the Medical College Admission Test are required. The number of students in the 1976-1977 freshman class is 114.

Applications for admission must be received between August 1 and November 1, 1976. Students will be notified between November 1, 1976, and March 15, 1977. Orientation begins August 26, 1977.

Roster of Regional Representatives of Admissions Committee

Alabama:	<i>Birmingham</i> , Ben V. Branscomb; <i>Selma</i> , Havner H. Parish, Jr.
Alaska:	<i>Anchorage</i> , Milo H. Fritz
Arizona:	<i>Phoenix</i> , Robert H. Barnes; <i>Scottsdale</i> , Boyd H. Metcalf
Arkansas:	<i>Little Rock</i> , Rosalind Smith Abernathy, E. Clinton Texter, Jr.
California:	<i>Anaheim</i> , George Hayter; <i>Berkeley</i> , H. I. Harvey; <i>Beverly Hills</i> , Ben Kohn; <i>Los Angeles</i> , Douglas F. Smiley; <i>Menlo Park</i> , Victor S. Constantine, Gustave Freeman; <i>Palo Alto</i> , James B. Golden, <i>Sacramento</i> , William R. Nesbitt; <i>San Bernardino</i> , Irving E. Allen; <i>San Francisco</i> , Gert Brieger, John E. Cann, R. Gray Patton, Clifford J. Schostal; <i>San Mateo</i> , Lester H. Margolis; <i>Stanford</i> , Bruce Horten; <i>Van Nuys</i> , Earl W. Brian; <i>West Covina</i> , Jeremiah W. Kerner; <i>West Los Angeles</i> , James L. Scott
Canada:	<i>Montreal</i> , J. E. Gibbons; <i>Toronto</i> , John B. Armstrong
Colorado:	<i>Denver</i> , John Ray Pryor, Fred W. Schoonmaker
Connecticut:	<i>Hartford</i> , William H. Glass, Louis Spekter; <i>New Haven</i> , Saul A. Frankel, Henry G. Magendantz, Joseph Mignone, Ned M. Shutkin
District of Columbia:	<i>Washington</i> , Linda E. Green
Florida:	<i>Boca Raton</i> , Eugene L. Horger; <i>Jacksonville</i> , David W. Brooks, Jr.; <i>Lakeland</i> , John Verner, Jr.; <i>Miami</i> , Stanley J. Cannon, James J. Hutson, David H. Reynolds; <i>St. Petersburg</i> , David S. Hubbell; <i>Tampa</i> , Richard G. Connor
Georgia:	<i>Atlanta</i> , James C. Crutcher
Germany:	<i>Berlin</i> , Otto H. Gauer
Hawaii:	<i>Honolulu</i> , Richard K. Blaisdell, James G. Harrison, Jr.; <i>Kailua</i> , Stanley Karansky
Idaho:	<i>Boise</i> , William L. Venning; <i>Idaho Falls</i> , Reid H. Anderson
Illinois:	<i>Chicago</i> , James S. Arnold, George H. Gardner, Daniel J. Pachman, Joe L. Simpson, Earl N. Solon; <i>Evanston</i> , Donald R. Mundie, Milton Weinberg, Jr., <i>Geneva</i> , Charles A. Hanson; <i>Monmouth</i> , Kenneth E. Ambrose
Indiana:	<i>Angola</i> , Norman W. Rausch; <i>Columbia City</i> , John L. Vogel; <i>Indianapolis</i> , Norman H. Bell, John D. Graham
Iowa:	<i>Davenport</i> , Alexander W. Boone, Jr.; <i>Des Moines</i> , Charles W. Latchem
Kansas:	<i>Emporia</i> , Gould C. Garcia; <i>Salina</i> , Roy B. Coffey; <i>Wichita</i> , Thor J. Jager
Kentucky:	<i>Lexington</i> , Kearns R. Thompson; <i>Louisville</i> , Billy Franklin Andrews, George Uhde
Louisiana:	<i>New Orleans</i> , Harold M. Horack, Richard M. Paddison
Maine:	<i>Portland</i> , E. Charles Kunkle
Maryland:	<i>Baltimore</i> , John T. King, C. Edward Leach; <i>Towson</i> , William C. Battle

- Massachusetts: *Boston*, Raymond D. Adams, James H. Currens, Ellison C. Pierce, Jr., James L. Tullis; *Brookline*, James H. Austin, Dorothy A. Elias; *Newton Highlands*, Jonathan Freeman; *Springfield*, George A. Sotirion
- Michigan: *Ann Arbor*, George E. Bacon, Donald L. Rucknagel; *East Lansing*, Norbert Enzer; *Grosse Pointe*, Robert F. Kandel; *Port Huron*, William T. Davison
- Minnesota: *Minneapolis*, Lewis W. Wannamaker; *Rochester*, William O'Fallon, Richard E. Symmonds
- Missouri: *Columbia*, John T. Logue; *St. Louis*, Thomas B. Ferguson, Roman L. Patrick
- Nebraska: *Beatrice*, R. Brown
- New Hampshire: *Hanover*, George Margolis, R. J. Vanderlinde
- New Jersey: *Montclair*, Benjamin B. Burrill; *New Brunswick*, William E. McGough, Bernard A. Rineberg
- New Mexico: *Albuquerque*, Robert Proper; *Artesia*, C. Pardue Bunch
- New York: *Buffalo*, Oliver J. Bateman; *East Rockaway*, Vincent A. Joy; *Endicott*, Vincent Giordano; *Hornell*, Gordon C. Stenhouse; *Ithaca*, John G. Maines; *Lockport*, Frank H. Crosby; *New York*, William A. Gay, Jr., David S. Goldman, Eddie L. Hoover, Seymour R. Kaplan, Michael J. Lepore, Richard A. Ruskin, Leonard H. Schuyler, Robert A. Shimm, David N. Silvers, Nathan St. Amand; *Pittsford*, Rufus S. Bynum; *Rochester*, William L. Sutton; *Syracuse*, Alfred S. Berne, Herbert Lourie, James E. Sheehy
- Ohio: *Cincinnati*, Murray B. Sheldon, Jr.; *Cleveland Heights*, Robert B. Kubek; *Columbus*, Robert J. Atwell, Charles A. Doan, Lucy R. Freedy, George W. Paulson, James V. Warren; *Dayton*, Stuart R. Ducker; *Elyria*, William L. Hassler; *Toledo*, George F. Alter
- Oklahoma: *Muskogee*, Robert H. Gibbs
- Oregon: *Portland*, Joseph F. Paquet
- Pennsylvania: *Bethlehem*, Ralph K. Shields, James G. Whildin; *Bryn Mawr*, John V. Blady; *Camp Hill*, Alfred J. Sherman; *Doylestown*, Zachary A. Simpson; *Dunmore*, Louis C. Waller; *Harrisburg*, Earl S. Moyer; *Johnstown*, W. Frederick Mayer; *Philadelphia*, Clifford David, Max W. Fischbach, Alfred M. Sellers; *Pittsburgh*, H. V. Murdaugh, Jr., Jack D. Myers; *Williamsport*, William R. Brink
- Puerto Rico: *Santurce*, Rafael Hernandez-Saldana
- Rhode Island: *Providence*, Richard P. Sexton
- South Carolina: *Charleston*, Edward F. Parker; *Columbia*, Ben N. Miller, James M. Timmons; *Greenville*, Raymond C. Ramage
- Tennessee: *Chattanooga*, Richard Van Fletcher; *Knoxville*, Alan Solomon; *Memphis*, William L. Byrne; *Nashville*, Walter G. Gobbel, Jr., Alexander C. McLeod, Greer Ricketson
- Texas: *Austin*, Francis A. Morris, Jr.; *Dallas*, Reuben H. Adams, W. Crockett Cheers, Jr., A. James Gill, William Shapiro; *Fort Worth*, Henry L. Burks; *Galveston*, R. H. Rigdon; *Houston*, Elizabeth Balas Powell, H. Grant Taylor; *Midland*, Dorothy B. Wyvell
- Utah: *Salt Lake City*, C. Hilmon Castle, Andrew Deiss
- Vermont: *Burlington*, Edward S. Horton
- Virginia: *Richmond*, R. Lewis Wright; *Waynesboro*, Thomas L. Gorsuch
- Washington: *Seattle*, Lois Hale Watts
- Wisconsin: *La Crosse*, C. Norman Shealy; *Milwaukee*, Jack L. Teasley



Financial Information



Fees and Expenses

Tuition. The following table represents an estimate of a student's necessary expenses in the School of Medicine. The total of these figures suggests a basic minimum budget of approximately \$7,500. Allowances for recreation, travel, clothing, and other miscellaneous items must be added to this estimate with allowances for individual needs and tastes.

Tuition	\$4,225.00*
Accident and Sickness Insurance (subject to change)	46.00
Instruments† (first year only)	265.00
Laboratory Fee (includes microscope rental, first year only)†	150.00
Uniforms	66.00
Annual cost of books: first year	335.00
Annual cost of books: second year	150.00
Annual cost of books: third and fourth year	200.00
Lodging (3 students per 3 bedroom apartment—University housing)	1,089.00
Board (University Dining Halls): first and second year	1,212.00
Board (University Dining Halls): third and fourth year	1,090.00
Special Student Health Service‡ (first year only)	55.00
Basic Student Health Service‡	90.00
Student Government (Davison Society)‡	15.00
Motor Vehicle Registration	20.00

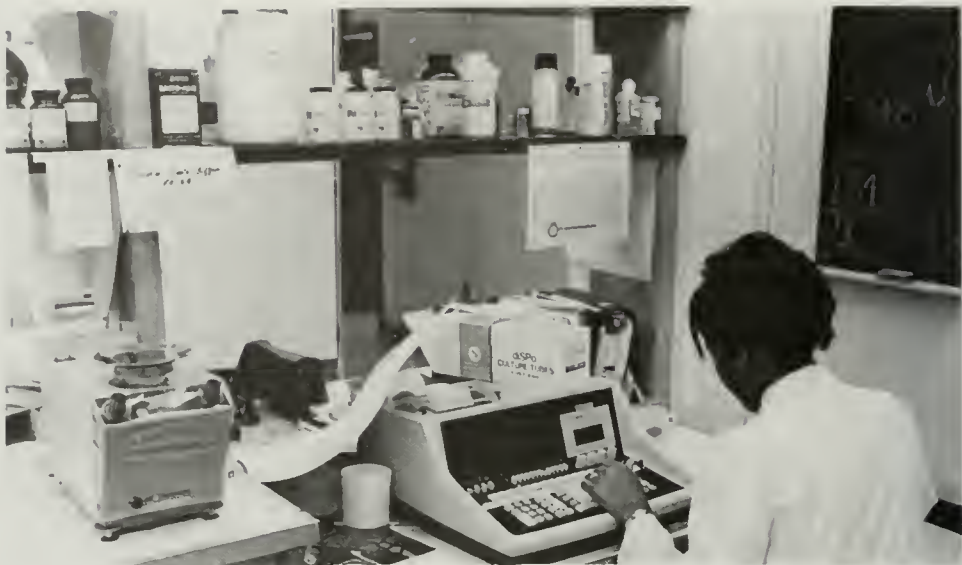
*For 1976-1977 the tuition charge for students enrolled in the School of Medicine during 1975-76 is \$3,900.

†Sphygmomanometer, ophthalmoscope, otoscope, and other equipment required of each student must conform to rigid standards.

‡Mandatory fee. For details, please refer to Student Health Service.

There are four dates in each academic year when approximately one quarter of the total tuition becomes payable. These dates apply whether a student is in the first year (two semesters), or on eight-week terms. The dates for the 1976-77 academic year are Friday, August 27, 1976; October 22, 1976; January 7, 1977; and March 4, 1977. An additional billing will be made to those who elect to attend the summer terms.

The Office of the Bursar will send bills as a reminder of the exact amount payable to the University. A late fee of \$10 will be assessed for any portion of the tuition and other charges that remain unpaid and for which prior arrange-



ments have not been made with the Bursar's Office. In the event of death, or involuntary withdrawal to enter the armed services, refunds will be made on a pro rata basis. In all other cases of withdrawal, students or their parents may elect to have tuition and room and board charges refunded or carried forward as a credit for later study, according to the following schedule:

1. Withdrawal before the beginning of classes: full refund.
2. Withdrawal during the first or second week of classes: 80 percent.
3. Withdrawal during the third, fourth, and fifth week of classes: 60 percent.
4. Withdrawal during the sixth: 20 percent.
5. No refunds after the sixth week.
6. Tuition or other charges paid from grants or loans will be restored to those funds, not refunded or carried forward.

No credit will be given for any term in which the tuition has not been paid, whether the work has been at Duke or elsewhere. A student is not eligible to attend classes or to make use of University facilities if he is in default of payment of funds owed the University. Nonreceipt of a bill does not exonerate the student from payment or from assessment of late fees. It is not advisable for students to attempt outside work to defray their expenses during the academic year. Spouses of medical students desiring employment may secure information from the Duke University Personnel Office.

Debts. No records are released and no student is considered by the faculty as a candidate for graduation until he has settled with the Bursar for all indebtedness.

Living Accommodations

Housing Fees. The charge for each person in a double room for the academic year is \$460 in the Graduate Center. Single rooms are reserved for returning students.

The residential fee for Town House Apartments and Duke Modular Homes is \$691 per person for the academic year on the basis of three students to an apartment. Utility charges are not included in these fees. Cost of the utilities, except water, will be shared by occupants in these apartments.

Housing fees are subject to change prior to the 1975-1976 academic year. A \$50 deposit is required on all reservations.

Rates for Central Campus Apartments will be quoted to applying students upon request to the Manager of Apartments and Property. Refunds on housing fees will be made in accordance with the University's established schedules.

Dining Facilities. If a student dines on the Duke University campuses, the cost of food for the academic year will average approximately \$1,100-\$1,300. Prices are the same in each of the University-operated dining facilities.

Motor Vehicle Registration

Each motor vehicle operated on Duke University campuses by students enrolled in the School of Medicine must be registered at the Medical Center Traffic Office, 314 Bell Building, within five days after operation on the campus begins, and thereafter must display the proper registration decal.

All students must pay an annual fee of \$20 for each four-wheeled motor vehicle and \$10 for each motorbike or motor scooter registered. Bicycles are registered free of charge at the Public Safety Department, 2010 Campus Drive.

To register a vehicle, the student must present the following documents: (1) valid state registration for vehicle registered, (2) valid state operator's license.

Parking, traffic, and safety regulations will be given each student at the time of registration of his vehicle(s). Students are expected to abide by these regulations.

Financial Aid

The Duke University School of Medicine makes financial assistance available to accepted students who, due to economic circumstances, could not otherwise attend the University. The school recognizes, however, the responsibility of the individual and that of his family to provide funds to achieve the objective of a medical education. Thus, the school does not consider that a parent has discharged the full financial obligation for the continuing education of his son or daughter upon the latter's completion of the undergraduate degree.

Financial assistance is available in a combined form of scholarships and loans, and all awards are made on the basis of demonstrated need.

Financial Assistance to Incoming Freshmen. When the medical school applicant receives a letter of acceptance into Duke University School of Medicine, a financial aid application is included if the student has indicated an interest in assistance on his application for admission. The economic circumstances of the student have no bearing on whether the student is accepted into the Medical School.

The student requesting financial aid is expected to work during the summer preceding entrance into medical school and to save part of his earnings to defray part of his first-year expenses.

The student's need must be established before an award can be made. The Office of Financial Aid therefore requires the Duke University application for financial aid and computation from the GAPSFAS application. Copies of federal income tax returns may be required as part of the financial aid application.

Applications for aid received in the fall will be reviewed in December, and applicants will be informed of decisions in late December. Applications received after December will be processed as received.

The first unit of financial need will be met with a \$2,000 federally (or state) insured guaranteed student loan.

Financial Assistance to Upperclassmen. Annual reapplication is required of all scholarship and loan recipients. Upperclassmen seeking financial assistance for the first time should consult with the Coordinator of Financial Aid.

Scholarships. Income from the following endowed scholarship fund is available:

Germain Bernard Scholarship established in 1959 by the B.C. Remedy Company.

Thomas C. Bost Scholarship established in 1965 by a gift from Dr. Thomas C. Bost, supplemented by subsequent gifts.

James L. Clark Memorial Scholarship established in 1965 by a gift from Mr. and Mrs. Marvin D. Clark and supplemented by gifts from other donors.

C. T. Council Scholarship established in 1959 by the B.C. Remedy Company.

William F. Franck Memorial Scholarship established in 1958 by gift from William F. Franck, Jr. '39, and supplemented by additional gifts.

B. Everett Jordan Scholarship established in 1974 by the late Senator B. Everett Jordan and his widow, Mrs. Katherine Jordan.

Dr. John Haden Lane Memorial Scholarship established in 1968 by gift from Edward H. Lane Foundation.

James Cecil McGehee Memorial Medical Scholarship established in 1975 by gift from Mr. C. G. McGehee, Jr.

Medical Alumni Scholarship established in 1974 by Duke Medical Alumni.

Medical School Faculty Wives Scholarship established in 1968 by gift from the Medical School Faculty Wives whose source of proceeds is the Nearly New Shoppe.

Physical Medicine Scholarship, established in 1963 by gift from Central Carolina Convalescent Hospital, Inc., Greensboro, North Carolina.

Francis and Elizabeth Swett Scholarship, established in 1966 by gift from the late Dr. and Mrs. Swett.

Dr. Hillory M. Wilder Memorial Scholarship, established in 1962 by bequest from Celeste Wilder Blake and Kenneth M. Blake.

Sue Eggleston Woodward Memorial Scholarship, established in 1966 by gift from parents, relatives, and friends.

Other annual scholarships available to students are: Avalon Scholarships, Virginia H. Baxter Memorial Scholarship, Mary Duke Biddle Scholarships, Duke Hospital Medical Auxiliary Scholarships, Duke University School of Medicine Scholarships, State of North Carolina (tuition remission up to \$1,500), Slane Family Scholarship, Sigmund Sternberger Scholarships, and U.S. Health Profession Scholarships.

Loans. University loans are available under the specific restrictions of the loan funds and are awarded on the basis of financial need. Some of them are: W.K. Kellogg Foundation Loan Fund, Seaborn L. Hardman Loan Fund, Medical Freshman Tuition Loan, Scott Loan Fund, Charles W. Banner Loan Fund, Albert Anderson Loan Fund, and W. N. Reynolds Loan Fund.

The Robert Wood Johnson Foundation Student Aid Program provides loans under specific restrictions for medical students. Demonstrated need is required.

U. S. Public Health Service Professions loans are available to United States citizens on the basis of demonstrated financial need.

The Frances and Elizabeth Swett Loan Fund is an emergency loan available in small amounts to any medical student on a no-interest basis for a short period of time.

Federally Insured Guaranteed Loans up to \$2,500 are available to full-time students at Duke University, which is an approved lender.

Aid for North Carolina Residents. Board of Governors Medical Scholarships provide full tuition and required fees, plus \$4,000 annual stipend, to financially disadvantaged residents of North Carolina who intend to practice medicine in the state. Selection is made by a Board of Governors Selection Committee from nominations submitted by Duke University School of Medicine. Continuation of the program is dependent upon funding from the General Assembly.

North Carolina Educational Loan Program. The Division of Facility Services, Department of Human Resources, provides \$4,000 annually to North Carolina residents in return for a commitment to practice upon completion of training. The loan is not need-based and is forgiven upon practice in a area of this state which has a shortage of physicians.

Additional information may be obtained by writing Mrs. Nell Andrews, Coordinator of Financial Aid, Duke University Medical Center, Durham, N. C. 27710.



Courses of Instruction



Anatomy

Professor: J. David Robertson, M.D. (Harvard, 1945), Ph.D. (Massachusetts Inst. of Tech., 1952), *Chairman*.

Professors: John W. Everett, Ph.D. (Yale, 1932); Montrose J. Moses, Ph.D. (Columbia, 1949); Talmage L. Peele, M.D. (Duke, 1934).

Associate Professors: Matthew Cartmill, Ph.D. (Chicago, 1970); Sheila J. Counce, Ph.D. (Edinburgh, 1954); Kenneth L. Duke, Ph.D. (Duke, 1940); Harold P. Erickson, Ph.D. (Johns Hopkins, 1968); William C. Hall, Ph.D. (Duke, 1967); William L. Hylander, D.D.S. (Illinois, 1963); Ph.D. (Chicago, 1972); William Longley, Ph.D. (London, 1963); Michael K. Reedy, M.D. (Washington, 1962).

Assistant Professors: Mark R. Adelman, Ph.D. (Chicago, 1969); Frank H. Bassett III, M.D. (Louisville, 1957); Charles A. Blake, Ph.D. (California at Los Angeles, 1972); Joseph M. Corless, M.D., Ph.D. (Duke, 1972); William H. Fletcher, Ph.D. (California at Berkeley, 1971); Kurt E. Johnson, Ph.D. (Yale, 1970); Richard F. Kay, Ph.D. (Yale, 1973); M. Stephen Mahaley, Jr., M.D., Ph.D. (Duke, 1959); Timothy L. Strickler, Ph.D. (Chicago, 1973); E. Lee Tyrey, Ph.D. (Illinois, 1969).

Adjunct Assistant Professor: Jan A. Bergeron, V.M.D. (Pennsylvania, 1966).

Assistant Medical Research Professors: Hie Ping Beall, Ph.D. (Tulane, 1967); A.T.C. Carpenter, Ph.D. (Washington at Seattle, 1972); M. Joseph Costello, Ph.D. (Duke, 1971).

Associates: Arthur C. Chandler, Jr., M.D. (Duke, 1959); Jane S. Richardson, M.A. (Harvard, 1966).

Lecturer: Irving T. Diamond, Ph.D. (Chicago, 1953).

Senior Research Associate: Juan A. Vergara, M.D.

Research Associates: Janet A. Hall, M.S.; David N. Jacobson, Ph.D., Alan Magid, Ph.D.; Guido A. Zampighi, D.D.S.

Required Courses

During Term 1, first-year students are required to take Gross Anatomy (ANA-200), Microanatomy (ANA-201), and Neuroanatomy (ANA-202). All instruction is designed to be informal and individualized. The general principles and functional viewpoint of living anatomy are emphasized and, whenever possible, fresh tissues and living cells are used.

ANA-200. Gross Anatomy. Students dissect the entire human body except the brain. Formal classroom lectures relate structures of the human body to their developmental and phylogenetic antecedents and the clinical significance of anatomical facts. Informal lectures are presented to small groups. Filmed lectures and prosections are available to students for laboratory and library study.

ANA-201. Microanatomy. Students are introduced to the histology, cytology, and cell biology of the major tissues of the human body. This will include an introduction to light and electron microscopy. X-ray diffraction, and

*An asterisk placed before the course number indicates that the course is also offered in the Graduate School.

polarization optics as applied to structural organization in various tissues and organs. Biochemical, biophysical, and genetic cytology, as well as muscle and membrane structure, will be presented in detail.

ANA-202. Neuroanatomy. Neuroanatomy and neurophysiology are taught concurrently to correlate these fields. Patients will be presented by faculty members in clinical neurology and neurosurgery. The major portion of the course is organized by systems, e.g., sensory, visual, auditory, olfactory, and motor, including cerebellar, autonomic, hypothalamic, and limbic mechanisms.

Electives

ANA-206(B). Anatomy of Back and Extremities. Complete dissection of back and extremities, including pectoral and pelvic girdles. Visual aids will be used extensively. Course planned for orthopaedics, general practice, or neurosurgery. Terms: 3 or Summer Term II. Weight: 3. *Bassett*

***ANA-208(B). Anatomy of the Trunk.** Emphasis will be on the anatomy of the thoracic, abdominal, and pelvic organs, and their blood supply, innervations, and relationships. The dissections will be augmented by use of prosecutions and motion pictures. Course planned for general practitioners, specialists in surgery and internal medicine. Term: 3. Weight: 2. *Duke*

***ANA-215(B). Contractile Processes.** Cellular and molecular bases of activity in cilia and skeletal, cardiac and smooth muscle; submicroscopic structure and behavior of muscle; electrical and ionic properties of muscle membranes; the problem of electro-mechanical coupling; mechanics and thermodynamics of muscular contraction; biochemical energetics of contraction; modern methods and problems in contractility research. Also listed as *PHS-216(B). Terms: 1 and 2. Weight: 3. *Jóbsis, Johnson, Anderson, and Reedy*

ANA-216(B). Anatomy of the Head and Neck. This course is designed to be a review of the head and neck, emphasizing its phylogenetic and ontogenetic development along with clinically important features of the anatomy of this region. Term: Summer Term II. Weight: 2. *Strickler*

***ANA-217(B). Structure and Function of Visual Photoreceptors.** A detailed study of available structural, biochemical, spectroscopic, and physiological data from retinal photoreceptors. Emphasis on molecular structure of vertebrate photoreceptor membranes, effects of bleaching on rhodopsin molecules, and initiation of neural information after photon absorption. Format to combine lectures, seminars, and demonstrations. Course material will complement Anatomy 276. Also listed as *OPH-217(B). Terms: 1 and 2. Weight: 3. *Corless and Yamanashi*

ANA-224(B). Tutorial in Gross Anatomy. A detailed review of selected regions of the human body in the context of the "core" Gross Anatomy sequence. Student will plan, with staff, prosecutions, special presentations, etc. Students will elect to study one or more selected regions in consultation with the staff. Terms: 1 and/or 2. Weight: 1-5. *Hylander and Staff*

***ANA-231(B). Human Evolution.** Evolutionary biology of the primates. Anatomical and behavioral adaptations of fossil and living primate populations including *homo sapiens*. Terms: 3 and 4. Weight: 3. *Cartmill*

***ANA-254(B). Cellular Endocrinology.** In a series of combined lectures and discussions, the cellular and subcellular organization of each endocrine

tissue will be presented. Particular emphasis will be placed on how the cell's structure is related to its function. This course should allow a small group of students to become thoroughly familiar with the classic and current thoughts on the cellular basis of endocrine function. Terms: 3 and 4. Weight: 3-4. *Fletcher*

ANA-256(B). Surgical Neuroanatomy. This course will utilize gross brain and spinal cord specimens, the skull, and blackboard diagrams to correlated neurosurgical diseases with functional areas of the nervous system. Terms: 1, 2, 3, 4. Weight: 1. *Mahaley*

ANA-260(B). Developmental Systemic Anatomy. A survey of all major systems or concentration on selected ones will be presented, depending on interests of students. Dated rat embryos, supplemented by primate material will be used to follow the development of organ systems. Term: 3. Weight: 3. *Duke*

***ANA-276(B). Neuroanatomical Basis of Sensory Physiology.** Original papers are read and discussed which are concerned with the neuroanatomical substrates underlying sensory processing in the auditory and visual systems. (Also listed as Psychology 276 in *Graduate School Bulletin*). Terms: 3 and 4. Weight: 3. *Hall*

***ANA-280(B). Structure and Assembly of Macromolecules.** Lectures and conferences on the structure of biological macromolecules and on the mechanisms of assembly of organized macromolecular aggregates such as are found in viruses and cellular organelles. Emphasis on the results of electron microscopy, X-ray diffraction, and optical analysis. (Spring, 1977, and alternate years thereafter.) Terms: 3 and 4. Weight: 3. *Longley and Erickson*

***ANA-286(B). The Light Microscope, the Electron Microscope, and X-ray Diffraction in Biology.** Lectures and laboratories on methods of ultrastructure research. Fundamentals of optics; the light microscope, phase, polarizing, and interference microscopy. Basics of electron microscopy, staining, sectioning, and replication techniques. Optical and computer image processing. Introduction to X-ray diffraction theory and apparatus in structure determination. Terms: 3 and 4, 1978; alternates with *ANA-280(B). Weight: 4. *Longley, Erickson, and Reedy*

***ANA-291(B). Special Topics in Nerve Ultrastructure.** Each student will choose a special topic (e.g., ultrastructure of synapses, organs of special sense, myelin, motor end plates, nerve membranes). Each student will pursue his topic in the library during the first half of the semester with guidance from the instructor and prepare a detailed paper. The second half of the semester will be devoted to seminar presentations and discussions of the selected topics. Terms: 1 and 2. Weight: 2. *Robertson*

***ANA-340(B). Tutorial in Advanced Anatomy.** Selected topics will be chosen for intensive reading and discussion. Topics may be chosen related to basic problems of cytology, growth and development, biophysics, endocrinological control, neuroanatomy, physiological differentiation and evolutionary origins of functional microsystems. Every term. Weight: 1-3 per term. *Anatomy Faculty*

***ANA-344(B). Advanced Neuroanatomy of Sensory and Motor Mechanisms.** The course will involve consideration of classic and modern concepts of somatic and special sensory systems and of somatic and visceral motor systems. Clinical correlations of basic neuroanatomy will be included. Term: 4. Weight: 3. *Peele*

***ANA-354(B). Research Techniques in Anatomy.** A preceptorial course in various research methods in anatomy. An interested student might engage in research in physical anthropology, molecular and cell biology, developmental biology, fetal physiology, or sterotactic approaches to neuroendocrinology and neuroanatomy. Recent advances in methodology are stressed. Approval of the student by the faculty is required. Every term. Weight: 4-8. *Anatomy Faculty*

ANA-390(B). Anatomy of the Fetus. The chief objective will be to complete a dissection of the human fetus. Emphasis will be placed on comparing fetal and adult anatomical systems and relationships. Term: 4. Weight: 2. *Duke*

***ANA-411(B). Molecular and Cellular Bases of Development and Differentiation.** Emphasis is placed on the biochemistry of the cell surface as the basis of cell recognition, control of cell cycle and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The course is designed to study the phenomena of development and differentiation and has been organized on a multidisciplinary level. The course is part of the lecture series of the development and differentiation study program, DDS-201(B). Terms: 1 and 2. Weight: 3-4. *McCarthy, Counce, Kaufman, and Padilla*

ANA-414(B). The Human Embryo. The first eight weeks of development are considered in detail, including fertilization, implantation, formation, and function of embryonic membranes and placenta, and establishment of organ systems. Emphasis is placed on distinctive features of human embryogenesis, and on causes, prompt identification, and treatment of congenital defects. Term: 3. Weight: 2. *Counce and Guest Lecturers*

***ANA-418(B). Reproductive Biology.** An indepth study of male and female reproductive processes including neuroendocrine, pituitary, and gonadal control mechanisms as well as the physiology of pregnancy and parturition. The basic lecture material in each section of the course is followed by seminar presentations by students and guest clinical faculty with emphasis on the interface between basic and clinical aspects. Also listed as *PHS-418(B). Terms: 3 and 4. Weight: 2. *Anderson, Schomberg, and Tyrey*

Anesthesiology

Professor: Merel H. Harmel, M.D. (Johns Hopkins, 1943), *Chairman*.

Professors: Peter B. Bennett, Ph.D. (Southampton, England, 1964); David A. Davis, M.D. (Vanderbilt, 1941); Sara J. Dent, M.D. (Med. Coll. of South Carolina, 1945); Kenneth D. Hall, M.D. (Duke, 1953); Joannes H. Karis, M.D. (State Univ. of Utrecht, Holland, 1952); Lloyd F. Redick, M.D. (Ohio State, 1958); Vartan Vartanian, M.D. (Cluj Univ. Med. School, Rumania, 1951).

Associate Professors: William J. Murray, M.D. (North Carolina at Chapel Hill, 1962); Ingeborg H. Talton, M.D. (Frankfurt/Main, 1951); Bruno J. Urban, M.D. (Albertus Magnus, Koln, Germany, 1960).

Associate Clinical Professor: M. Bourgeois-Gavardin, M.D. (Univ. of Paris, 1954; Duke, 1955).

Assistant Professors: J. Howard Brown, M.D. (Boston Univ., 1967); Guy C. Davis, M.D. (Emory, 1972); John A. Jarrell, Jr., M.D. (Johns Hopkins, 1949); Charles F. Lanning, M.D. (Kansas, 1969); James F. Mayhew, M.D. (New Jersey Coll. of Med., 1969); John N. Miller, M.D. (Univ. of Sydney, 1963).

Assistant Clinical Professors: Patrick J. Breen, M.D. (Royal Coll. of Surgeons, Ireland, 1959); Luther C. Hollandsworth, M.D. (Bowman-Gray, 1951).

Associates: Luis Araneda, M.D. (Univ. del Litoral, Argentina); Donald Hooper, M.D. (Jefferson, 1960); Fritz F. Klein, Ph.D. (Duke, 1973); Stanley J. Rosenberg, M.D. (Michigan, 1968).

*An asterisk placed before the course number indicates that the course is also offered in the Graduate School.

Electives

ANE-250(C). Clinical Acute Respiratory Physiology. Work in Anesthesiology Blood Gas Laboratory learning theory and practice of oxygen electrode, carbon dioxide electrode and pH meter and ancillary techniques, and in Recovery Room, Acute Care Unit and study of ventilator problems. Every term. Weight: 2. *Hall, Lanning, Brown, Miller, Mr. Anderson, and Mrs. Cooke*

ANE-252(C). Clinical Anesthesiology II. Introduction to theory and practice of clinical surgical anesthesia, diagnostic and therapeutic nerve blocks, and cardiopulmonary resuscitation. Students will review physiology and pharmacology of anesthesia and perform general and regional anesthesia and will assist in post-anesthetic respiratory care. Course will be tailored to individual student's interests. Every term. Weight: 2-8. *Harmel and Staff*

ANE-253(C). Anesthesiology Research. Course teaches techniques utilized in clinical and laboratory research in anesthesiology. In collaboration with the faculty, the student will work on a research project related to the physiology and pharmacology of anesthetics. A wide range of facilities including the hyperbaric chamber is available for the measurement of respiratory and circulatory parameters, both in animals and in man. Every term. Weight: 8. *Bennett, Davis, and Urban*

Biochemistry

James B. Duke Professor Robert L. Hill, Ph.D. (Kansas, 1954), *Chairman*.

Professors: Professor Emeritus Mary L. C. Bernheim, Ph.D., (Cambridge, England, 1928); Irwin Fridovich, Ph.D. (Duke, 1955); Samson R. Gross, Ph.D. (Columbia, 1953); Walter R. Guild, Ph.D. (Yale, 1951); James B. Duke Professor Philip Handler,* Ph.D. (Illinois, 1939); Jerome S. Harris, M.D. (Harvard, 1933); Henry Kamin, Ph.D. (Duke, 1948); Norman Kirshner, Ph.D. (Pennsylvania State, 1952); Kenneth S. McCarty, Ph.D. (Columbia, 1957); K. V. Rajagopalan, Ph.D. (Univ. of Madras, 1957); James B. Duke Professor Charles Tanford, Ph.D. (Princeton, 1947).

Associate Professors: Stanley H. Appel, M.D. (Columbia, 1960); Ronald C. Greene, Ph.D. (California Inst. of Tech., 1954); Bernard Kaufman, Ph.D. (Indiana, 1961); Sung-Hou Kim, Ph.D. (Pittsburgh, 1966); William S. Lynn, Jr., M.D. (Columbia, 1946); Jacqueline A. Reynolds, Ph.D. (Washington Univ., 1963); David Richardson, Ph.D. (Massachusetts Inst. of Tech., 1967); Harvey J. Sage, Ph.D. (Yale, 1958); Lewis M. Siegel, Ph.D. (Johns Hopkins, 1965); Robert E. Webster, Ph.D. (Duke, 1965).

Assistant Professors: Robert M. Bell, Ph.D. (California, 1970); Robert L. Habig, Ph.D. (Purdue, 1966); Dwight H. Hall, Ph.D. (Purdue, 1967); Nicholas Kredich, M.D. (Michigan, 1962); Robert Lefkowitz, M.D. (Columbia, 1966); Patrick A. McKee, M.D. (Oklahoma, 1962); J. Bolling Sullivan, Ph.D. (Texas, 1966); Robert W. Wheat, Ph.D. (Washington, 1955).

Assistant Medical Research Professor: Howard Steinman, Ph.D. (Yale, 1970).

Adjunct Assistant Professor: Per-Otto Hagen, F.H.W.C. (Watt Univ., Edinburgh, Scotland, 1961).

Associates: John A. Bittikofer, Ph.D. (Purdue, 1971); Joseph Bonaventura, Ph.D. (Texas, 1968); Joe McCord, Ph.D. (Duke, 1970); Yasuhiko Nozaki, Ph.D. (Univ. of Tokyo, 1945).

Research Associates: Steve S. Alexander, Jr., Ph.D.; Edward Baptist, Ph.D.; John E. Bell, Ph.D.; Karl Beem, Ph.D.; Sambhu N. Bhattacharyya, Ph.D.; Meir Fischer, Ph.D.; Larry Fretto, Ph.D.; Carole Hall, Ph.D.; H.M. Hassan, Ph.D.; Hoyle Hill, Jr., Ph.D.; Ellen Hodgson, Ph.D.; Stephen Holbrook, Ph.D.; Eric Johnson, Ph.D.; James Johnson, Ph.D.; Jean Johnson, Ph.D.; Richard F. Jones, Ph.D.; Freeman Ledbetter, Ph.D.; Hara Misra, Ph.D.; Sahti Mukherjee, D.Sc.; James Paulson, Ph.D.; R. Premakumar, Ph.D.; S. D. Ravindranath, Ph.D.; Ellen C. Robinson, B.S.; Michael Rohde, Ph.D.; Mary C. Rose, Ph.D.; Saura C. Sahu, Ph.D.; Marvin Salin, Ph.D.; Martin Schwyzer, Ph.D.; James M. Sodetz, Ph.D.; William L. Stone, Ph.D.; Joel L. Sussman, Ph.D.; Mary Ellen Switzer, Ph.D.; Stephen Turner, Ph.D.; José Vega, Ph.D.; Ronald W. Warrant, Ph.D.; Terry Wilson, Ph.D.

*On leave of absence.

Required Courses

BCH-200—the “core” course given to all freshman medical students during a period of eighteen weeks in the first term—emphasizes the relationship between structure and function of the major classes of macromolecules in living systems including proteins, carbohydrates, lipids, and nucleic acids. The metabolic interrelationships and control mechanisms are discussed as well as the biochemical basis of human disease. An introduction to the biochemical basis of human disease is presented in a series of biochemical-clinical correlation lectures on such diseases as sickle-cell anemia, the glycogen storage diseases, gout, phenylketonuria, galactosemia, diabetes, and neoplasia.

BCH-204—the required course in genetics for all first-year students—is given during fourteen weeks of the first term. The course emphasizes fundamental properties of gene function, recombination, selection, organization, and structure. Human and medical genetics are emphasized to provide basic concepts necessary for understanding the origin and consequences of genetic variability. Approximately one-third of the lectures illustrate basic genetic problems.

Students with previous formal training in genetic principles have the option of presenting a paper instead of taking the regular examinations. However, they are encouraged to attend clinical presentations inasmuch as new data are provided.

Electives

***BCH-216(B). Molecular Genetics.** Genetic mechanisms and their relationship to nucleic acids and their synthesis. (Listed also in *Graduate School Bulletin* as Genetics 216). Terms: 3 and 4. Weight: 4. *Guild and Others of the University Program in Genetics*

***BCH-222(B). The Structure of Biological Macromolecules.** Introduction to the techniques of structure determination by X-ray crystallography and study of some macromolecules whose three-dimensional structures have been determined at high resolution. Terms: 3 and 4. Weight: 2. *Richardson and Kim*

BCH-234(B). Metabolic-Genetic Disease Seminar. Diseases of metabolism studied in detail with an emphasis on human genetics and inborn errors of metabolism. Format includes staff lectures, student seminars, patient presentations, textbook and literature reading. The group will be small enough to permit maximal personal interaction, particularly between students and faculty. Term: 3. Weight: 3. *Kredich, Gross, Hill, and Holmes*

***BCH-276(B). Comparative and Evolutionary Biochemistry.** Lectures and discussion of the origin of life, evolution of the genetic code, mutation and protein polymorphism, natural selection and protein structure, and comparison of homologous proteins and nucleic acids. Laboratory work involves the purification and characterization of homologous proteins from fish and invertebrates. Techniques used include salt fractionation, electrophoresis, ion-exchange and molecular exclusion chromatography, fingerprinting, molecular weight determination, amino acid composition, and other related approaches. Term: Summer Term II. Weight: 6 per 5 weeks. *Sullivan*

***BCH-282(B). Experimental Genetics.** A series of laboratory exercises and discussions on the molecular mechanisms of mutation, recombination, replication, transcription, and translation of the genetic material. Terms: 3 and 4. Weight: 2. *Webster and Others of the University Program*

***BCH-286(B). Current Topics in Immunochemistry.** This course deals with the structure-function specificity of antibodies. Immunogenicity and tolerance are discussed, with special emphasis on current theories of the diversity and synthesis of antibody molecules. Terms: 3 and 4. Weight: 2. *Sage*

***BCH-288(B). The Carbohydrates and Lipids of Biological Systems.** The subjects will be considered in the following two general categories: (1) the relationship between structure and function; particularly, (a) cell surface carbohydrates as antigenic determinants and their relationship to viral and carcinogen transformation, (b) connective tissue mucopolysaccharides, (c) structural features of lipids and phase transitions. (2) biosynthesis and catabolism. Terms: 3 and 4. Weight: 2. *Kaufman*

***BCH-290(B). Bioenergetics.** Biological mechanisms of transduction of energy (covalent, ionic, photonic, and electric) will be considered, using photosynthetic, oxidative, phosphorylative, and glycolytic systems as examples. Since many of the above processes occur in membranous systems, the role and function of membranes in these processes will also be considered. Terms: 3 and 4. Weight: 2. *Lynn*

***BCH-293(B). Macromolecules.** The structure of biological macromolecules and their relations to biological functions. The emphasis is on proteins and enzymes. Terms: 1 and 2. Weight: 4. *Tanford, Hill, Richardson, Kim, and Steinman*

***BCH-295(B). Enzyme Mechanisms.** A consideration of the theoretical and practical aspects of the isolation and assay of enzymes, kinetic description of enzyme catalysis, allostery, investigation of binding and catalytic sites, classification of enzymes and mechanisms of enzyme action. Terms: 1 and 2. Weight: 3. *Fridovich and Rajagopalan*

***BCH-296(B). Biological Oxidations.** A lecture, conference, and seminar course which deals with the mechanism of electron transport and energy conservation in a variety of oxidative enzymes. These mechanisms will be examined both in purified enzymes and in organized systems such as the mitochondrion, the endoplasmic reticulum, and the chloroplast. Terms: 3 and 4. Weight: 2. *Kamin, Fridovich, Rajagopalan, and Siegel*

***BCH-297(B). Intermediary Metabolism.** The synthesis and degradation of carbohydrates, lipids, nitrogenous compounds will be discussed in detail with emphasis on energy transformation and regulation of metabolic pathways. Terms: 1 and 2. Weight: 3. *Kirshner, Siegel, Bell, and Greene*

***BCH-299(B) Nutrition.** This course will examine the experimental basis for the identification and quantification of requirements for calories, macronutrients, and micronutrients (vitamins and minerals). It will deal with the biochemistry of nutrition, with the assessment of nutriture, and with the biological effects of deficiency or excess of nutrients. The course will seek to define optimal nutriture, and will search for the factual bases (if they exist) for commonly held beliefs on the nutrition of individuals and populations. The course will consist of informal lectures and, if possible, student seminars. Term: 2. Weight: 2. *Kamin*

***BCH-302(B). Neurochemistry.** Biochemical aspects of structure and function of nerves, specialized aspects of carbohydrates, lipids, proteins, myelin, neurotubules, neurofilaments, transmitters, receptors, and nerve-muscle relationships. Terms: 3 and 4. Weight: 3. *Kirshner, Appel, Kaufman, Lefkowitz, and Vanaman*

***BCH-351(B). Genetics Seminar.** Required of all students specializing in

genetics. Terms: 1 and 2. Weight: 1. *Gross and Others of the University Program in Genetics*

***BCH-352(B). Genetics Seminar.** Required of all students specializing in genetics. Terms: 3 and 4. Weight: 1. *Gross and Others of the University Program in Genetics*

***BCH-355(B). Research in Genetics.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 1 and 2. Weight: 1-8 per term. *Biochemistry Faculty*

***BCH-356(B). Research in Genetics.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 3 and 4, or Summer Term II. Weight: 1-8 per term. *Biochemistry Faculty*

***BCH-357(B). Research in Biochemistry.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 1 and 2. Weight: 1-8 per term. *Biochemistry Faculty*

***BCH-358(B). Research in Biochemistry.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 3 and 4, or Summer Term II. Weight: 1-8 per term. *Biochemistry Faculty*

BCH-360(B). Clinical Chemistry Laboratory. Medical students may participate in the program of the Clinical Chemistry Laboratory on a tutorial basis. Students must receive the permission of the instructor. Terms: 1, 2, 3, 4. Weight: 4. *Habig*

***BCH-411(B). Molecular and Cellular Bases of Development and Differentiation.** Emphasis is placed on the biochemistry of the cell surface as the basis of cell recognition, control of cell cycle, and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The course is designed to study the phenomena of development and differentiation and has been organized on a multidisciplinary level. The course is part of the lecture series of the development and differentiation study program, DDS-201(B) Terms: 1 and 2. Weight: 3-4. *McCarty, Counce, Kaufman, and Padilla*

Community Health Sciences

Professor: E. Harvey Estes, Jr., M.D. (Emory, 1947), *Chairman*.

Professors: Thomas E. Frothingham, M.D. (Harvard, 1951); Clark C. Havighurst, J.D. (Northwestern, 1958); Siegfried H. Heyden, M.D. (Univ. of Berlin, Germany, 1951); Eva J. Salber, M.D. (Cape Town, South Africa, 1955); Harmon L. Smith, Ph.D. (Duke, 1962); Max A. Woodbury, Ph.D. (Michigan, 1948).

Associate Professors: Arthur C. Christakos, M.D. (South Carolina, 1955); William E. Hammond, Ph.D. (Duke, 1967); Thomas T. Thompson, M.D. (Virginia, 1964).

Assistant Professors: Collin F. Baker, Jr., M.D. (Vanderbilt, 1943); James A. Bobula, Ph.D. (Ohio State, 1972); Reginald D. Carter, Ph.D. (Bowman Gray, 1970); William P. Cleveland, Ph.D. (Wisconsin, 1972); David C. Deubner, M.D. (Rochester, 1971); Saleh A. Fetouh, M.D. (Cairo, Egypt, 1962); Daniel T. Gianturco, M.D. (Buffalo, 1960); Seymour Grufferman, M.D. (New York, Upstate Med. Center, 1964); Michael A. Hamilton, M.D. (Rochester, 1964); Carol C. Hogue, Ph.D. (North Carolina at Chapel Hill, 1974); Frederick R. Jelovsek, M.D. (Michigan, 1969); William J. Kane, M.D.

(Temple, 1969); Kerry L. Lee, Ph.D. (North Carolina at Chapel Hill, 1974); Gerard J. Musante, Ph.D. (Tennessee, 1971); Dorothy E. Naumann, M.D. (Syracuse, 1940); Donald D. Neish, M.D. (Temple, 1958); John B. Nowlin, M.D. (Duke, 1959); George R. Parkerson, Jr., M.D. (Duke, 1953); W. J. Kenneth Rockwell, M.D. (Duke, 1961); Jesse D. Samuels, M.D. (Duke, 1967); Marvin A. Schilder, B.S. (Baruch School of Business, 1964); Woodhall Stopford, M.D. (Harvard, 1969); Robert J. Sullivan, Jr., M.D. (Cornell, 1966); Dennis Tolley, Ph.D. (North Carolina at Chapel Hill, 1974); William E. Wilkinson, Ph.D. (North Carolina at Chapel Hill, 1968); Ruby L. Wilson, B.S.N. Ed. (Pittsburgh School of Nursing, 1954).

Associates: Richard A. Ainsworth, M.P.H. (North Carolina at Chapel Hill, 1974); Stephen D. Bundy, M.P.H. (North Carolina at Chapel Hill, 1974); Shirley E. Callahan, M.P.H. (North Carolina at Chapel Hill, 1958); Ron W. Davis, Ed.D. (Columbia, 1952); Sandra B. Greene, M.S.P.H. (North Carolina at Chapel Hill, 1972); Albert E. Hathaway, M.D. (Hahnemann, 1945); Ethel J. Jackson, M.P.H. (North Carolina at Chapel Hill, 1974); Allan J. Lester, M.D. (Otago, New Zealand, 1970); Diana E. McGrath, Ph.D. (Pennsylvania, 1974); John J. McQueary, B.S. (North Carolina Central, 1973); Nancy R. Mendell, Ph.D. (North Carolina at Chapel Hill, 1972); Ann L. Moore, M.D. (Columbia, 1972); James T. Moore, M.D. (Columbia, 1971); Sigrid J. Nelius, M.D. (Ludwig Maximilian, Germany, 1949); Josephine E. Newell, M.D. (Maryland, 1949); James R. O'Rourke, M.D. (Kentucky, 1966); Robert A. Rosati, M.D. (Duke, 1967); Jeffrey M. Roseman, M.D. (Chicago, 1971); Beverly K. Rosen, M.S.W. (North Carolina at Chapel Hill, 1974); Catherine M. Severns, R.N.P. (Yale, 1971); Nancy R. Shaw, J.D. (Duke, 1973); Kitty Shimoni, M.D. (Univ. of Zurich, Switzerland, 1966); Paul S. Toth, R.P.A. (Duke, 1968).

Associate Clinical Professors: Barbara S. Hulka, M.P.H. (Columbia, 1961), Chapel Hill, N. C.; F. M. Simmons Patterson, M.D. (Pennsylvania, 1939), Greenville, N. C.

Assistant Clinical Professors: Robert L. Bauer, M.D. (Temple, 1946), Manteo, N. C.; H. Dean Belk, M.D. (South Carolina, 1960), Winston-Salem, N. C.; Henry J. Carr, Jr., M.D. (Duke, 1954), Clinton, N. C.; Lawrence M. Cutchin, M.D. (North Carolina at Chapel Hill, 1962), Tarboro, N. C.; Thomas L. Dulin, M.D. (Duke, 1957), Matthews, N. C.; Julian M. Duttera, Jr., M.D. (Duke, 1968), LaGrange, Ga.; Aston T. Griffin, M.D. (Duke, 1958), Goldsboro, N. C.; Douglas I. Hammer, M.D. (Tufts, 1962), Durham, N. C.; V. Hasselblad, Ph.D. (California at Los Angeles, 1967), Durham, N. C.; Lyndon K. Jordon, M.D. (Duke, 1961), Smithfield, N. C.; Elam S. Kurtz, M.D. (Western Reserve, 1955), Lansing, N. C.; Philip Naumoff, M.D. (Duke, 1937), Charlotte, N. C.; Glenn C. Newman, M.D. (Duke, 1939), Clinton, N. C.; James G. Nuckolls, M.D. (Duke, 1966), Galax, Va.; Amos T. Pagter, Jr., M.D. (Duke, 1955), Tryon, N. C.; Cranford O. Plyler, Jr., M.D. (George Washington, 1953), Thomasville, N. C.; Evelyn D. Schmidt, M.P.H. (Columbia, 1962), Durham, N. C.; Robert H. Shackelford, M.D. (Bowman Gray, 1947), Mount Olive, N. C.; Carl M. Shy, M.D. (Marquette, 1962), North Carolina at Chapel Hill; George T. Wolff, M.D. (Jefferson, 1952), Greensboro, N. C.

Clinical Associates: Lawrence M. Alexander, M.D. (Duke, 1952), Sanford, N. C.; James T. Best, M.D. (North Carolina at Chapel Hill, 1968), Sea Level, N. C.; Robert S. Cline, M.D. (North Carolina at Chapel Hill, 1957), Sanford, N. C.; Frank P. Dalton, M.D. (Duke, 1960), Durham, N. C.; Walter L. Holton, M.D. (Duke, 1973), Manteo, N. C.; Paul O. Howard, M.D. (Virginia, 1955), Sanford, N. C.; John R. Kindell, M.D. (Virginia, 1955), Sea Level, N. C.; John P. Stratton, M.D. (Harvard, 1961), Durham, N. C.

Adjunct Assistant Professors: Thomas R. Howerton, A.B. (Duke, 1946), Durham, N. C.

Adjunct Associates: David P. Hunter, M.P.H. (Pittsburgh, 1970), Durham, N. C.; Clarence E. McCauley, M.H.A. (Med. Coll. of Virginia, 1963), Durham, N. C.

Instructors: Joyce Nichols, R.P.A. (Duke, 1970); Stephen B. Thacker, M.D. (Mt. Sinai, 1973).

Required Course

CHS-200—required as part of the Introduction to Clinical Medicine at the end of the first year—consists of lectures and discussions presented by faculty and guests to introduce students to the health care system. The problems and structure as well as economic, sociological, and ethical characteristics are emphasized. New techniques for improving access to and distribution of medical care are also discussed. Biostatistics and epidemiology are taught in small group sessions.

Electives

CHS-208(B)†. Medical Uses of Computers. An introductory course on appli-

†For further information, consult the Associate Director for Undergraduate Medical Education.

cations of computers in clinical medicine. Special emphasis is given to various methods of collecting data from patients and making such data available for computer analysis. Working computer applications in several medical environments will be considered as examples, including visits to these units. The student will, in addition to the above, be taught the principles of computer programming through an exposure to a higher level computer language (Fortran). Experience will include the writing of simple computer programs and hands on experience with computers and computer input and output devices. Terms: 3 or 4. Weight: 2. *Hammond and Rosati*

CHS-212(B)†. Application of the Systems Approach in Medical Practice. A series of two-hour seminars to discuss and highlight the value of the systems approach in improving the quality of medical care in various health care settings. Topics to be discussed include: collection of data for functional analysis of medical practice, analysis of the quality of care, analysis of manpower and computer innovations, and cost-benefit analysis. The student will apply the discussion material to a specific area of interest in medical practice, collecting and analyzing his own data. Suggested reading list will be provided. Terms: 1 and 2. Weight: 2. *Schilder*

CHS-215(B)†. Biostatistics in the Medical Sciences. The theory and application of basic statistical concepts in particular areas of medical science. The effects of treatments, living patterns, environment, and clinical experience of a patient will be evaluated using life table techniques. Both prospective and retrospective investigations will be considered. The design of clinical trial experiments will be considered including stopping rules, sample size, and policy implications. The techniques of weighting clinical experience for use in computer data systems will be discussed. Analytic characteristics of rules and decisions will be studied. Terms: 2 or 4. Weight: 2. *Tolley*

CHS-225(B)†. Digital Computers and Their Application in the Health Sciences. Section B1—For students desiring an intensive exposure to medical computer applications. The flexible format of the course permits a variety of projects in computer medicine. Examples include projects in interactive patient interviewing; computer-aided instruction; patient/MD education; data collection, organization, retrieval, display and analyses; and MD-assist programs. Section B2—For students desiring an exposure to computer models and simulation. Orientation is primarily to computer analysis of medical data bases illustrating the reasoning foundations of medical diagnosis, prognosis, and disease definitions. Students will be expected to take CPS 51 (Introduction to Digital Computation) and CPS 163 (Data Analysis) or equivalent. Features of this section will be carrying out a computer project under a clinical supervisor. A weekly seminar forms the focus for both sections of the course. Every term. Weight: 10. *Section B1—Hammond; Section B2—Woodbury*

CHS-227(B)†. Medicine in America. The historical development of medical science, the medical profession, and patterns of medical care in the United States. Included will be such topics as sanitary reform, the physicians' standing in society, medical education, medical organizations, and poverty and medicine. Terms: 3 or 4. Weight: 1. *Estes and Staff*

CHS-229(B)†. The Development of Modern Medicine. Comprising lectures, discussion, and readings, this course will outline the general history of medicine and will then emphasize the evolution and acceptance of some of the

†For further information, consult the Associate Director for Undergraduate Medical Education.

key ideas of modern medicine such as the cell theory, the germ theory, anti-sepsis, and theories of immunity. The focus will be on the 19th and early 20th centuries. Terms: 1 or 2. Weight: 1. *Estes and Staff*

CHS-231(B)†. Medical Care Insurance. A seminar to cover the history of health insurance in the U. S. and selected European countries; compulsory versus voluntary insurance; advantages and disadvantages of major specific programs; interests of the consumer, the provider, and the insuring agency; attitudes and role of "organized medicine"; trends in health insurance (Health Maintenance Organizations, etc.). Terms: 2, 3, 4, or Summer Term II. Weight: 1. *Goldwater*

CHS-233(B)†. Occupational Medicine. (Formerly Medicine and Industry.) Student participation in projects being conducted in the Division of Occupational Medicine. Background material will be presented covering history of occupational (industrial) medicine, labor legislation, workmen's compensation and the Occupational Safety and Health Act (OSHA) of 1970. Clinical and epidemiological aspects of occupational diseases will be included, with emphasis on industrial hygiene and toxicology. Organization and administration of employee health programs will also be considered, with visits to representative establishments as part of the experience. Typical projects include such matters as evaluation of chemical exposures in the work environment, reactions of humans to chemical stress, medical evaluation of suspected cases of occupational disease. Terms: 2, 3, 4, or Summer Term II. Weight: 6. *Goldwater, Stopford, and Mr. Bundy*

CHS-235(B)†. Collection and Analysis of Survey Information. A body of survey data will be given directed analysis. Essential data collection, preparation, statistical and computer techniques will be learned. A questionnaire prepared for a current survey project will provide a basic set of data for analysis. Questions for discussion include: assessment of effectiveness of the questionnaire; response differences as related to sex, age, and race of respondent; item analysis of questionnaires. Terms: 2 or 4. Weight: 1-2. *Wilkinson*

CHS-238(B)†. Tutorial in Community Health Sciences. An eight week, individually arranged, experience in which the student participates in the research program of a faculty member. The subject matter, course weight, and meeting time will be arranged with the faculty member. Each student will meet regularly with the faculty preceptor and will carry out a project related to the preceptor's work. Through these discussions and the project, the student will be able to develop an understanding of the discipline involved. Possible areas include management sciences, economic aspects of health care, computer technology, biostatistics, and epidemiology. Because of the variety of projects available and the necessity of prior arrangements, it is essential that interested students consult with the instructor or staff at least one month before the beginning of the term elected. Every term. Weight: 1-8 per term. *Estes and Staff*

CHS-240(B)†. Epidemiology. Principles of epidemiology will be emphasized in this introductory course. Application of concepts will be illustrated by discussion of the current literature on heart disease, cancer, stroke, and infectious diseases. Selection of topics will be adapted to the interest of the student who will be expected to review and to present for discussion the epidemiologic literature in a chosen area. This course will help to prepare the student to design and to conduct useful epidemiologic studies by identifying some of the common pit-

†For further information, consult the Associate Director for Undergraduate Medical Education.

falls encountered in interpreting epidemiologic data. Terms: 2 or 3. Weight: 1. *Sullivan*

CHS-217X(C)†. Community Health in Georgia. An experience in applied community health sciences in Claxton, Georgia; epidemiology of cardio- and cerebrovascular disease-Evans County Study (started in 1960—now in its fourteenth year). Development of research projects depending on the special interest of the student leading to papers for publication. Room and board, mileage will be paid (E. C. Health Dept.). Term: Summer Term II. Weight: 9. *Heyden and Hames (General Practitioner, Director of the Evans County Study)*

CHS-219(C). Tutorial in Clinical Epidemiology. Selected topics will be chosen for intensive reading and discussion. Major emphasis is on cardio- and cerebrovascular chronic-degenerative and major neoplastic diseases, including patient demonstrations on the ward. Terms: 3 or 4. Weight: 2. *Heyden*

CHS-221(C)†. The Computer Textbook of Medicine. Students will participate in the writing and updating of the computer textbook of medicine. Information contained in the initial chapter on ischemic heart disease will be used to assist in the management of patients on the Cardiology Service. Every term. Weight: 2-4. *Rosati and Starmer*

CHS-239(C). Community Medical Care Experience. An experience will be arranged for each student under the supervision of competent physicians in their own clinics. In addition to delegated clinical responsibilities, a portion of the time will be spent in discussion of features which make that particular clinical environment similar to, or distinct from, other types of clinical experience. A wide variety of geographic locations and practice types are available. Among these are family practice clinics in Sanford, Smithfield, Mount Olive, and Lansing; primary care internist clinics in Clinton, Sylva, and Macon, Georgia; a small hospital in Sea Level; and a neighborhood comprehensive care clinic in Durham. In some locations accommodations are available for spouses. Because of the variety of available settings and the necessity for prior arrangements, it is essential that interested students contact the instructor or staff as soon as possible, and at least one month prior to the desired term. Every term. Weight: 9. *Estes and Staff*

CHS-241(C)†. Models of Ambulatory Care Delivery: Urban and Rural. A tutorial in which the first term discussion will focus on existing models of ambulatory care and the methods of community diagnosis using Durham as an example. Each student will select a topic for concentration such as primary care, consumer participation, determinants of utilization of medical services, health planning, neighborhood health centers, family practice, or health services in England.

In the second term tutorials will be of a practical nature and/or emphasize field work. Students will choose one of three areas of work: (a) survey research methods for determining the structure, characteristics, and health care needs of a specific population in a rural section of Durham County or questionnaire construction and study design around a relevant community problem; (b) consumer participation in health care planning; (c) the use of audiovisual techniques in promoting better communication between providers and consumers of health services. Terms: 1 and 2. Weight: 1-3. *Salber and Staff of the Department of Community Health Sciences*

†For further information, consult the Associate Director for Undergraduate Medical Education.

CHS-243(C)†. Ambulatory Clinics. A tutorial in which the following topics are discussed: group practice, prepayment versus fee for service plans, screening clinics, use of ancillary health manpower, automated medical records, accounting procedures and ambulatory health centers with concomitant projects. Each student will be responsible for a project in his chosen field. Terms: 3 or 4. Weight: 1. *Mr. Schilder, Lester, and Staff*

CHS-246(C)†. Bioethics. Lectures, discussion, and reading in selected ethical questions raised by modern biomedical science and technology; including such topics as genetics and the "new biology," contraception, abortion, experimentation, consent, behavior control, scarce medical resources, dying and death. Terms: 1 or 2. Weight: 1. *Harmon Smith*

CHS-247(C)†. Philosophic Problems for Physicians. This seminar brings the resources of literature, poetry, philosophy, psychology, and sociology to bear upon specific ethical and philosophic problems with which the practicing physician deals. Each student leads at least one seminar on a specific subject of his choice. Where appropriate and desirable, selected outside visitors will be invited to contribute to the discussion. The following subjects will be among those offered for consideration: (1) death and dying from the patient's and physician's point of view; (2) euthanasia—societal and legal barriers; (3) abortion, eugenics, and transplantation—ethical implications; (4) informed consent, the golden rule and the history of auto-experimentation; (5) ethics of the double-blind controlled therapeutic trial; (6) behavior control and psychosurgery in a free society; (7) quality of indifference as a characteristic of the health care worker; (8) anxiety and the plight of the individual in a technocratic society. Suggested reading lists for each subject will be provided. Terms: 3 or Summer Term I. Weight: 2. *Boeck*

CHS-249(C)†. Issues in Law and Medicine. A seminar involving discussion of both practical law for the physician and how social issues affect law and medicine. Emphasis will be placed on those aspects of the law which will most likely directly affect him as a practicing physician, including the philosophy of law; the adversary system; the physician in court; the law of malpractice, human experimentation, abortion and sterilization; forensic pathology, and forensic psychiatry. In addition, attention will be given to ancillary issues such as licensure of physicians, paramedical personnel, and hospital regulation. Terms: 2 or 4. Weight: 2. *Mrs. Shaw*

CHS-255(C). University Health Services Clinic. A clinical experience aimed at providing the student with experience in diagnosis and treatment of those common illnesses comprising 80-90 percent of problems seen in a primary care practice setting. The student will work under the direction and close supervision of faculty members in the University Health Services clinic, and will have an opportunity to work with other clinic team members, such as physician's assistants and nurse practitioners. Every term. Weight: 8. *Lester, Stopford, and Neish*

CHS-257(C)†. Pollution, Politics, and Public Health. Legislation and other regulations designed to control environmental pollution depend heavily on evidence of adverse effects on human health. Using actual "case studies" of recent legislation (lead, mercury, phosphates, etc.) the process of setting standards will be examined, particularly in so far as health effects are used to support legislative and administrative action. A major part of the teaching material will

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be drawn from the personal experiences of the instructor. Terms: 2 or 4, Summer Term II. Weight: 1. *Goldwater*

CHS-259(C). Clerkship in Family Practice. For students who want a brief orientation to the field of family practice, an experience in patient care is offered under the preceptorship of family doctors in the model group practice of the Family Medicine Residency Training Program. In addition to gaining clinical experience in the Family Practice Center, the student will attend conferences and rounds with family medicine residents at Watts Hospital, observing and participating in the management of hospital patients by family doctors. Emphasis throughout is on the management of those problems most commonly seen in primary care practice, and much attention is given to the psychosocial and socioeconomic problems of patients. Terms: 1, 2, 3, 4; Summer Term I (1 place only). Weight: 8. *Kane, Baker, Parkerson, Samuels, and Moore*

CHS-261(C). Family Practice Continuity Experience. For students interested in primary care careers and desiring to understand the delivery of medical care with continuity, the opportunity is offered to see patients in the Family Medicine Center for two half-days weekly throughout the year under the preceptorship of the same family doctor. The student will be assigned certain families and will be responsible for planning their comprehensive care during the period. Emphasis is on management of problems commonly encountered, and on the methodology of practice needed to manage these problems as they evolve over a long period. A problem-oriented record system adapted to ambulatory care practice and a system of diagnostic coding is taught. Terms: 1, 2, 3, 4. Weight: 4 or 8. *Baker and Staff*

CHS-263(C). Relating to the Patient as a Family Doctor. The nature of the doctor-patient relationship in family practice is explored through seminars conducted by the faculty. The interpersonal relationships of the doctor-patient encounter are analyzed through critique of actual interviews using video-playback techniques. Cost-benefit factors, responsibility for comprehensive care, and methodology of office practice are discussed as expressions of concern. Terms: 1, 2, 3, 4. Weight: 2. *Baker, Kane, Parkerson, Samuels, and Moore*

CHS-265(C). Issues in Health Care Delivery. The purpose of this course is to provide medical students the opportunity to analyze certain areas in the delivery of health care through seminars and related readings. Four topics have been designated and each will be coordinated by a principal instructor with expertise in that field. The topics are: access to medical care; cost of medical care; quality of medical care; and the role of the consumer in medical care. Terms: 1 or 3. Weight: 2. *Estes, Sullivan, Kane, and Salber*

Medicine

Professor: James B. Wyngaarden, M.D. (Michigan, 1948); *Chairman*.

CARDIOLOGY DIVISION

Professor: Andrew G. Wallace, M.D. (Duke, 1959); *Chief*.

Professors: E. Harvey Estes, M.D. (Emory, 1947); Walter L. Floyd, M.D. (Johns Hopkins, 1954); Joseph C. Greenfield, M.D. (Emory, 1956); Patrick A. McKee, M.D. (Oklahoma, 1962); Eugene A. Stead, Jr., M.D. (Emory, 1932); Robert E. Whalen, M.D. (Cornell, 1956).

Associate Professors: Robert J. Bache, M.D. (Harvard, 1964); Victor S. Behar, M.D. (Duke, 1961); Yi-Hong Kong, M.D. (Natl. Defense Med. Center, Taiwan, 1958); Robert J. Lefkowitz, M.D. (Columbia, 1966); James J. Morris, M.D. (State Univ. of New York, 1959); Robert H. Peter, M.D. (Duke, 1961).

Assistant Professors: Fred R. Cobb, M.D. (Mississippi, 1964); John J. Gallagher, M.D. (Georgetown, 1968); Peter P. Gebel, M.D. (Harvard, 1958); David B. Gilbert, M.D. (Colorado, 1965); Joseph

R. Kisslo, M.D. (Hahnemann Med. Coll., 1967); James R. Margolis, M.D. (Illinois, 1968); Barbara C. Newborg, M.D. (Johns Hopkins, 1949); Robert A. Rosati, M.D. (Duke, 1967); C. Frank Starmer, Ph.D. (North Carolina at Chapel Hill, 1968); Harold C. Strauss, M.D. (McGill, 1964); Olaf Von Ramm, Ph.D. (Duke, 1973); Galen S. Wagner, M.D. (Duke, 1965); Abe Walston, M.D. (Duke, 1963); Robert A. Waugh, M.D. (Pennsylvania, 1966); Redford B. Williams, M.D. (Yale, 1967).

Associates: Edwin B. Cox, M.D. (Duke, 1971); Fortune A. Dugan, M.D. (Louisiana State, 1968); Michael Johnson, M.D. (Colorado, 1972); Ali Soroush, M.D. (Univ. of Isfahan, Iran, 1956); Nancy Stead, M.D. (Duke, 1969); Philip McHale, Ph.D. (Duke, 1972).

DERMATOLOGY DIVISION

Professor: Gerald S. Lazarus, M.D. (George Washington, 1963); *Chief*.

Professors: J. Lamar Callaway, M.D. (Duke, 1932); John P. Tindall, M.D. (Duke, 1959).

Associate Professors: Lowell A. Goldsmith, M.D. (State Univ. of New York, 1963); Sheldon R. Pinnell, M.D. (Yale, 1963).

ENDOCRINOLOGY DIVISION

Professor: Harold E. Lebovitz, M.D. (Duke, 1948); *Chief*.

Associate Professors: Jerome M. Feldman, M.D. (Northwestern, 1961); Charles Johnson, M.D. (Howard, 1963); Frank Lecocq, M.D. (Illinois, 1954).

Assistant Professors: Ronald B. Easley, M.D. (Oklahoma, 1971); George J. Ellis, M.D. (Harvard, 1963); Robert E. Fellows, Jr., M.D. (McGill, 1959), Ph.D. (Duke, 1969); Francis A. Neelon, M.D. (Harvard, 1962); Jay S. Skyler, M.D. (Jefferson Med. Coll., 1969).

Associate: Marc K. Drezner, M.D. (Pittsburgh, 1970).

GASTROENTEROLOGY

Professor: Malcolm P. Tyor, M.D. (Duke, 1946); *Chief*.

Associate Professors: Michael E. McLeod, M.D. (Duke, 1960); Steven H. Quarfordt, M.D. (New York Univ., 1960).

Assistant Professors: John T. Garbutt, M.D. (Temple, 1962); Jacqueline C. Hijmans, M.D. (Univ. of Leiden, Holland, 1951); Paul G. Killenberg, M.D. (Pennsylvania, 1963); Thomas T. Long, M.D. (Bowman Gray, 1966); Charles M. Mansbach II, M.D. (New York Univ., 1963).

Associate: Donald F. Mandetta, M.D. (Duke, 1968).

HEMATOLOGY DIVISION

Professor: R. Wayne Rundles, Ph.D. (Cornell, 1937), M.D. (Duke, 1940); *Chief*.

Professors: John Laszlo, M.D. (Harvard, 1955); Wendell F. Rosse, M.D. (Chicago, 1958); Stuart M. Sessoms, M.D. (Med. Coll. of Virginia, 1946); Harold R. Silberman, M.D. (Washington Univ., 1956).

Associate Professor: Harvey J. Cohen, M.D. (State Univ. of New York, 1965).

Assistant Professors: Ronald Yan-li Chuang, Ph.D. (California, 1970); Walter E. Davis, M.D. (Duke, 1966); Andrew T. Huang, M.D. (Taiwan, 1965); Gerald Logue, M.D. (Pittsburgh, 1966); Donald S. Miller, M.D. (Harvard, 1962).

Associates: Michael S. Entmacher, M.D. (Duke, 1968); Daniel C. Scullin, M.D. (Ohio State, 1970).

INFECTIOUS DISEASE DIVISION

Professor: Suydam Osterhout, M.D. (Duke, 1949), Ph.D. (Rockefeller Inst., 1959).

Assistant Professors: John D. Hamilton, M.D. (Colorado, 1964); Robert J. Sullivan, Jr., M.D. (Cornell, 1966).

Associates: Conrad C. Fulkerson, M.D. (Missouri, 1969); Harry A. Gallis, M.D. (Duke, 1967).

NEPHROLOGY DIVISION

Professor: Roscoe R. Robinson, M.D. (Oklahoma, 1954); *Chief*.

Professors: James R. Clapp, M.D. (North Carolina at Chapel Hill, 1957); J. Caulie Gunnells, M.D. (South Carolina Med. Coll., 1956).

Associate Professors: Robert A. Gutman, M.D. (Florida, 1962); C. Craig Tisher, M.D. (Washington Univ., 1961).

Assistant Professors: Vincent W. Dennis, M.D. (Georgetown, 1966); Robert H. Harris, M.D. (Georgia, 1966); Richard M. Portwood, M.D. (Texas, 1954); William E. Yarger, M.D. (Baylor, 1963).

NEUROLOGY DIVISION

Professor: Stanley H. Appel, M.D. (Columbia, 1960); *Chief*.

Professors: Albert Heyman, M.D. (Maryland, 1940); Talmage L. Peele, M.D. (Duke, 1934); John B. Pfeiffer, Jr., M.D. (Cornell, 1942).

Associate Professors: Irwin A. Brody, M.D. (Pennsylvania, 1956); Ara Tourian, M.D. (Iowa, 1958).

Assistant Professors: J. Gordon Burch, M.D. (Univ. of Alberta, 1967); James N. Davis, M.D. (Cornell, 1965); John F. Griffith, M.D. (Univ. of Saskatchewan, 1958); Allen D. Roses, M.D. (Pennsylvania, 1967); Saul M. Schanberg, M.D. (Yale, 1964), Ph.D. (Yale, 1961).

Associates: James O. McNamara, M.D. (Michigan, 1968); Alan M. Nadel, M.D. (Pittsburgh, 1968).

PULMONARY-ALLERGY DIVISION

Professor: Herbert O. Sieker, M.D. (Washington Univ., 1948); *Chief*.

Professors: Johannes A. Kylstra, M.D. (Univ. of Leiden, Holland, 1952); Ph.D. (Univ. of Leiden, Holland, 1958); William S. Lynn, M.D. (Columbia, 1946); Herbert A. Saltzman, M.D. (Jefferson, 1952).

Associate Professor: Charles E. Buckley, M.D. (Duke, 1954).

Assistant Professors: Byron D. McLees, M.D. (Duke, 1967).

Associate: Charles H. Scoggin, M.D. (Colorado, 1970).

RHEUMATIC AND GENETIC DISEASE DIVISION

Associate Professor: Ralph Snyderman, M.D. (State Univ. of New York, Downstate Med. Center, 1965), *Chief*.

Professors: Grace P. Kerby, M.D. (Duke, 1946); James B. Wyngaarden, M.D. (Michigan, 1948).

Associate Professor: Nicholas M. Kredich, M.D. (Michigan, 1962).

Assistant Professors: Edward W. Holmes, M.D. (Pennsylvania, 1967); Peter F. Pepe, M.D. (Temple, 1966).

Associate: Joseph McCord, Ph.D. (Duke, 1970).

Visiting Lecturer in Medicine: Mr. Tibor F. Nagey

ADJUNCT FACULTY

Professors of Experimental Medicine: Pedro Cuatrecasas, M.D. (Univ. of Washington, 1962); Gertrude B. Elion, D.Sc. (George Washington, 1969); George H. Hitchings, Ph.D. (Harvard, 1933); Robert A. Maxwell, Ph.D. (Princeton, 1954); Charles A. Nichol, Ph.D. (Wisconsin, 1949).

Assistant Professors: Richard DiAugustine, Ph.D. (Tulane, 1968); Gary E. R. Hook, Ph.D. (Victoria, 1968).

CLINICAL FACULTY

Clinical Professor: John R. Haserick, M.D. (Minnesota, 1941).

Clinical Assistant Professors: A. Derwin Cooper, M.D. (George Washington, 1932), Durham, N.C.; Thomas R. Harris, M.D. (Tennessee, 1955), Shelby, N.C.; John C. Lumsden, B.S. (North Carolina State, 1947), Raleigh, N.C.; Arthur E. Mallette, M.D. (Meharry Med. Coll., 1963), Durham, N.C.; Jesse Roberts, M.D. (Louisiana, 1961), Winston-Salem, N.C.; Charles W. Styron, M.D. (Duke, 1938), Raleigh, N.C.; Khye Weng, M.D. (Malaya, 1956), Durham, N.C.; Edward S. Williams, M.D. (North Carolina at Chapel Hill, 1954), Durham, N.C.

Clinical Associates: Sherwood W. Barefoot, M.D. (Duke, 1938), Greensboro, N.C.; Woodrow W. Batten, M.D. (Bowman Gray, 1944), Smithfield, N.C.; Robert B. Bomberg, M.D. (Colorado, 1964), Durham, N.C.; Wayne D. Brenckman, M.D. (Yale, 1963), Durham, N.C.; Robert A. Buchanan, M.D. (Bowman Gray, 1969), Durham, N.C.; John R. Bumgarner, M.D. (Med. Coll. of Virginia, 1939), Raleigh, N.C.; George W. Crane, M.D. (Northwestern, 1946), Durham, N.C.; Frank P. Dalton, M.D. (Duke, 1960), Durham, N.C.; Walter C. Fitzgerald, M.D. (Virginia, 1943), Danville, Va.; Robert S. Gilgor, M.D. (Pennsylvania, 1962), Chapel Hill, N.C.; Harvey E. Grode, M.D. (Duke, 1960), Durham, N.C.; John H. Hall, M.D. (Duke, 1964), Greensboro, N.C.; Michael A. Hamilton, M.D. (Rochester, 1964), Durham, N.C.; H. Leroy Izlar, Jr., M.D. (Duke, 1948), Durham, N.C.; George E. Koury, M.D. (Tulane, 1944), Burlington, N.C.; Thomas D. Long, M.D. (Bowman Gray, 1952), Roxboro, N.C.; Emmett S. Lupton, M.D. (New York Univ., 1938), Greensboro, N.C.; John A. Lusk, M.D. (Alabama, 1951), Greensboro, N.C.; Isaac H. Manning, Jr., M.D. (Harvard, 1935), Durham, N.C.; Joseph P. McCracken, M.D. (Duke, 1938), Durham, N.C.; D. E. Miller, M.D. (Duke, 1956), Durham, N.C.; W. S. Miller, M.D. (North Carolina at Chapel Hill, 1961), Raleigh, N.C.; John A. Moore, M.D. (Med. Coll. of Virginia, 1948), Greensboro, N.C.; James R. O'Rourke, Jr., M.D. (Ken-

tucky, 1966), Durham, N.C.; Henry T. Perkins, M.D. (Duke, 1957), Raleigh, N.C.; Wade G. Rhoades, M.D. (Bowman Gray, 1960), Goldsboro, N.C.; Jack G. Robbins, M.D. (Duke, 1948), Durham, N.C.; Richard J. Rosen, M.D. (George Washington, 1955), Greensboro, N.C.; Mehrdad M. Sahba, M.D. (Isfahan Faculty of Med., Iran, 1957), Durham, N.C.; William V. Singletary, M.D. (Duke, 1943), Durham, N.C.; Allen D. Smith, M.D. (Georgia, 1937), Durham, N.C.; John P. Stratton, M.D. (Harvard, 1961), Durham, N.C.; William G. Wysor, M.D. (Virginia, 1950), Durham, N.C.

Required Courses

The Department of Medicine traditionally has the responsibility of preparing the student for a lifetime of learning as he gives care to patients who ask him for help. The first step is to begin to think and act like a doctor.

MED-201—Introduction to Clinical Medicine—a course in the first year prepares the student to take an active role in patient care. The course is designed to introduce students to the methods involved in obtaining information about patients and their problems by means of accurate and complete history taking and performance of physical and laboratory examinations. Early in the course, students are taught the methods used in patient interviewing, the essentials of examination of various organ systems, and the techniques and meaning of the hematological and other laboratory examinations by means of introductory lectures and experience with patients on the ward and in the laboratory. Information obtained in the other first year courses is correlated with clinical manifestations of health and disease. The abnormalities found in the physical examination of certain organ systems are correlated with the abnormalities of laboratory values found. Patient conferences are used to demonstrate the value of obtaining all data about the patient to solve his problems. The student is expected to learn to do this for patients with whom he has contact during ward sessions.

MED-205—the basic course in medicine for all students—is the eight-week clinical clerkship in the second year. The student's desire to give good care is the motive which drives him to excellence. The student learns to identify problems of the patient and marshal the information obtained by past training. He recognizes and attempts to focus the data learned from the basic sciences to specific clinical problems. Using patients as a means of integration, students should continue reading in anatomy, physiology, microbiology, pharmacology, and biochemistry. Problems encountered are discussed with fellow students, interns, residents, and senior staff to gain familiarity with ideas and concepts by actively manipulating them.

The goal of the Department of Medicine is for students to have as many learning experiences as possible by active participation. It is hoped that they will enjoy these learning experiences so much that they will continue them as long as they see patients. The goal is not to cover the entire field of medicine. Students will engage in extensive postdoctoral clinical or research training. The aims are to assist students in acquiring clinical skills and learning habits that will enable them to identify and solve new problems as they are encountered.

In caring for patients with ill-defined genetic and acquired differences with numerous unknown variables, many erroneous conclusions may be made. Students must learn to examine carefully oral and written statements, and inquire of all authorities the source of data which underlie their conclusions. One way for students to learn the difficulties in drawing accurate conclusions about biological systems is to give them opportunities to establish facts on the basis of their own research. This is a very effective method of teaching. The intellectual discipline involved better prepares the future clinician for the role of a lifetime of learning and enables academically oriented students to assess their own potentialities for investigative careers.

The second-year course in medicine is aimed at providing students with the

basic tools used in the practice of medicine. This is the time when they should consolidate the material learned during the first year and apply it to the study of their own patients. During a brief eight-week course is it not possible to cover the entire body of knowledge of internal medicine. Therefore, students are provided a series of representative learning experiences based on the case study method. The goals are to teach methods of approach to patients, and provide a firm foundation for the solution of new medical problems as they are encountered in the months and years ahead. Specific expectations of sophomore students are: (1) To obtain and carefully record meaningful histories and perform physical examinations on two or three patients each week. On the day of admission the student will review and compare his findings with the responsible intern or resident. Difference of opinions should be discussed and, when possible, resolved by a return to the bedside. The following day students will present their data to the attending physician. The presentation should be well organized (with the help of the resident), and the present illness should include a carefully reasoned documentation of the events in chronological order which led to the patient's hospitalization. It should contain pertinent facts leading to the most likely diagnosis and also the pertinent negative facts which weigh against a possible alternative diagnosis. (2) To examine their patients repeatedly and reflect on the diagnostic and therapeutic management. It is their responsibility to understand the objectives and to know the results and the interpretation of all diagnostic tests applied to their patients. They will actually perform as many of the necessary tests as possible and record their interpretations in frequent progress notes. (3) To read widely on topics related to their patients, particularly in applicable basic sciences to understand disease mechanisms. They should begin with the descriptions in standard textbooks of medicine which serve as a useful introduction to the subject. Special aspects of the patient's problem should be pursued in basic science or other textbooks, in monographs, or in relevant journals. (4) To know in depth those diseases present in their own patients, including different diagnostic features which distinguish those conditions from related diseases. At this stage of training they are not expected to have equivalent depth of knowledge of diseases that they have not yet encountered, but are responsible for knowing the major points about patients presented in rounds or at the various noon conferences. Principles of therapy should be understood, but details of drug regimens are better left for subsequent experiences. Students are encouraged to participate actively in all teaching exercises on the ward, whether or not their own patients are being discussed.

Electives

MED-202(C). Introduction to Clinical Neurology. Overall view of clinical neurology for the nonspecialist. Emphasis on clinical techniques in neurologic examination, approach to neurologic diagnosis and anatomic, pathologic, and physiologic basis for localization of neurologic lesions. Electroencephalographic and neuro-roentgenogram interpretation. Common neurologic disturbances at bedside conferences. Every term. Weight: 2. *Appel and Neurology Staff*

MED-204(C). Neurology Tutorial. A view of neurology with a clinical or basic science emphasis, depending on student interest. Supervised examination of neurologic patients, discussion seminars, and a guided program of reading. Course especially for students planning careers in psychiatry, neurosurgery, internal medicine, orthopaedics or neurology. Every term. Weight: 4. *Brody*

MED-206(C). Clinical Clerkship in Neurology. A clerkship in clinical neurology emphasizing diagnosis and therapy of neurologic diseases. The students

will participate in inpatient and outpatient workups, teaching conferences, and diagnostic studies. Every term. Weight: 2-8. *Appel and Neurology Staff*

MED-207(C). Advanced General Medicine. The student is assigned to inpatient or outpatient medical services, or emergency ward, and is responsible for patients assigned to him. He will learn about disease and its management through the staff and consultants directly concerned with the patients. Every term. Weight: 8. *Wyngaarden and Staff*

MED-209(C). Allergy and Respiratory Diseases. Course provides both introduction and indepth training in the clinical and laboratory aspects of allergic and respiratory illnesses. Patients are assigned to the students from both the inpatient and outpatient services. Seminars and conferences are held throughout the week for instruction in allergy, clinical immunology, basic immunology, pulmonary function evaluation, and pulmonary physiology. Every term. Weight: 8. *Sieker, Buckley, Cooper, Kylstra, and Pratt*

MED-215(C). Clinical Dermatology. Students will be assigned to public and private outpatient clinics and will be assigned public and private patients in the hospital in an effort to understand the pathologic physiology of dermatologic disorders and thus management and treatment. (See MED-216C for lecture course.) Every term. Weight: 4. *Lazarus, Callaway, Tindall, Pinnell, Goldsmith, and Resident Staff*

MED-216(C). Clinical Dermatology. Students will be given a series of two lectures weekly using 35 mm. Kodachrome slides to illustrate both clinical conditions and microscopic sections of the pathologic changes in an effort to understand the pathologic physiology of dermatologic disorders and thus management and treatment. Patient demonstrations will be made half day to greatly enhance clinical experience. Lecture and demonstration course only. (See MED-215C for course offering 4 credits.) Term: 3. Weight: 2. *Tindall, Lazarus, Callaway, Goldsmith, and Pinnell*

MED-217(C). Gastroenterology. The role of the gastrointestinal tract and liver in health and disease is emphasized through use of liver and small bowel biopsy with morphological, biochemical, and physiological studies in the daily diagnosis and care of patients hospitalized on the gastroenterology inpatient service and general wards of Duke and V.A. Hospitals. Every term. Weight: 4 or 8. *Tyor, Garbutt, Mansbach, McLeod, Quarfordt, and Killenberg*

MED-221(C). Metabolism and Endocrinology. A general course in which the whole patient is approached from an endocrine point of view. Clinical and laboratory diagnosis and titration of therapy are facilitated by the use of a standard data base and study of appropriate flow sheet parameters. The student participates in the evaluation and management of both inpatients and outpatients. Alternatives for eight credits include the V.A. consultation service, the Duke Staff and Clinical Research Unit Service, and the Duke Private Service Staff outpatient clinic. All endocrine conferences are attended on each service.

A four-credit option (four weeks) allows one student to choose Drs. Ellis, Johnson, or McPherson as his clinical preceptor. The student will care for private inpatients and both staff and private outpatients under his preceptor's guidance. This option *must* be scheduled by the student with the preceptor before registering for the course. Every term. Weight: 4 or 8. *Lebovitz, McPherson, Ellis, Feldman, Neelon, and Johnson*

MED-227(C). Rheumatic and Genetic Diseases. The student acquires indepth experience in the recognition and care of patients with generalized connective tissue diseases and metabolic arthropathies. He works up and follows

patients on wards and in the clinic. Daily rounds with the staff extend his experience. He learns specialized laboratory and clinical techniques. Full time eight weeks recommended. May be taken for 4 units credit with permission. Every term. Weight: 4 or 8. *Snyderman, Holmes, Kerby, Kredich, Pepe, and Wyngaarden*

MED-229(C). Nephrology. Fundamental and clinical aspects of nephrology, renal physiology, hypertension, renin-angiotensin metabolism, and disorders of salt and water metabolism. Full clinical participation on inpatient and outpatient services and the dialysis-transplantation service is offered. Attendance at several scheduled rounds, conferences, and seminars is required. Every term. Weight: 4 or 8. *Robinson, Clapp, Dennis, Gallis, Gunnells, Gutman, Portwood, Tisher, Yarger, and Harris*

MED-230(C). Clinical Hematology and Oncology (V.A. Hospital). This course provides a broad exposure to hematologic and oncologic disorders. As a member of the section the student actively participates in the following: (1) hematology-oncology consultation service for the V.A. wards, (2) bi-weekly hematology outpatient clinic, (3) management of inpatients with specific hematologic disorders. The wide variety of disorders seen includes leukemias, lymphomas, anemias, bleeding disorders, gammopathies, etc. An opportunity is provided for the student to learn and perform the specialized clinical and laboratory techniques involved in the evaluation of these patients. Ample time is available for contact with the hematology staff and library research. Every term. Weight: 8. *Cohen, Logue, Huang, Rosse, and Mabry*

MED-231(C). Clinical Hematology and Oncology (Duke Hospital). Students are given a unique opportunity to participate actively in care and study of patients with wide variety of hematologic diseases, anemias, bleeding disorders, leukemias, lymphomas, secondary gout, etc. Systematic, quantitative clinical evaluation, and basic techniques of blood and marrow examination, serum and urine protein studies are emphasized. Every term. Weight: 8. *Rundles, Silberman, Rosse, Miller, Huang, Logue, and Laszlo*

MED-233(C). Clinical Immunohematology. This course is designed to provide clinical and diagnostic laboratory experience in the evaluation and treatment of patients with hematologic disorders characterized by abnormalities of the immune system. The course is integrated in part with Clinical Hematology and Oncology (MED-231). A special opportunity to study blood banking problems, coagulation problems, and clinical problems in immune lysis will be provided. Every term. Weight: 6-8. *Rosse, Logue, Silberman, and Rundles*

MED-236(C). Research Topics in Endocrinology and Metabolism. Research training and experience in the field of endocrinology and metabolism. This is arranged individually between the student and a specific member of the endocrine staff. Every term. Weight: 8. *Lebovitz, Feldman, Neelon, and Staff*

MED-237(C). Metabolic Response to Disease. This seminar series deals with the integrative aspects of the endocrine-metabolic response to disease states. Representative topics include the events involved in adaption to feeding, fasting, injury, surgery, infection, and certain medical disorders (i.e., diabetes, hypoglycemia, etc.). Term 4. Weight: 1. *Lebovitz, Feldman, McPherson, Ellis, Neelon, and Staff*

MED-242(C). Clinical Cardiology (Duke Hospital). Considerable experience in the clinical aspects of cardiovascular disease is provided the student by participation in patient care, consultations, cardiac care unit, and adult cardiac catheterization laboratory. Specific experience is available in learning to read

electrocardiograms and vector cardiograms, as well as learning about echocardiography, phonocardiography, and exercise stress testing. Three two-hour teaching conferences every week in arrhythmias, hemodynamics, and cardiovascular radiology and pharmacology complement the learning experience. Emphasis is placed on bedside teaching, correlating cardiac physical diagnosis, and cardiac catheterization hemodynamics. The eight-week rotation at present consists of two or three weeks on the consultation service where EKG and VCG are read, consults seen and patients presented to the senior staff; one week working in the Clinical Cardiology Laboratory where echo, phono, and exercise stress testing is done; two weeks on the Cardiac Care Unit (one student with each of two residents), and three weeks in the Cardiac Catheterization Laboratory where daily bedside teaching and correlation with cardiac catheterization findings are stressed. Every term. Weight: 8. *Wallace, Peter, Wagner, Chen, Kong, Strauss, Behar, Greenfield, Morris, Whalen, Orgain, and Floyd*

MED-244(C). Clinical Cardiology (V.A. Hospital). Fundamentals of clinical cardiology, including physical diagnosis of the cardiovascular system, normal and pathologic cardiovascular physiology, electrocardiography, vectorcardiography, and indirect diagnostic techniques in cardiology. Supervised electrocardiographic interpretation sessions meet daily, and diagnostic and therapeutic clinical cardiology is emphasized during daily consultation rounds with senior staff. Patient-oriented physical diagnosis teaching sessions emphasizing interpretation of cardiac arrhythmias meet twice weekly. Four weeks are spent on the General Clinical Cardiology Service, three weeks on the Coronary Care Unit, and one week in association with the Cardiac Catheterization Laboratory. Every term. Weight: 8. *Bache, Cobb, Gilbert, Greenfield, Walston, and Dugan*

MED-250(C). Clinical Allergy-Immunology. The specialist in allergy-immunology relies heavily on the use of laboratory techniques as an aid to patient evaluation. This elective is designed to familiarize the student with the clinical uses of the allergy-immunology laboratory. The course is orientated toward departures from normal immune function in diseases as opposed to pathologic processes characteristic of one or another organ system. Precepted experience is provided in the evaluation of patients with impaired host resistance, hypersensitivity, autoimmunity, heightened susceptibility to neoplasia and the degenerative diseases. Participation in clinically applicable immunoserologic methods is a part of the required course work experience. Selected readings, including a critical awareness of the recent literature, are used to gain an understanding of specific clinical problems. Terms: 1 and 2. Weight: 8. *C. E. Buckley*

MED-252(C). Physiology of Nephrology. This course is composed of lectures designed to provide insight into the pathophysiology of clinical fluid and electrolyte problems. An attempt is made to integrate established physiologic principles into an analysis of common clinical problems. It is the intent of this course to equip the student with sufficient general information to permit him to adapt fluid and electrolyte therapy to the great variety of specific patient-related problems which he will encounter as a house officer. Terms: 2 or 3. Weight: 1. *Clapp and Gutman*

MED-254(C). Enterohepatic Circulation and Lipoprotein Metabolism. There will be detailed explorations of biological and related clinical aspects of hepatic and intestinal functions. The course will be structured chiefly through lectures and relevant patient presentations. Term: 1. Weight: 2. *Tyor, Lack, Quarfordt, McLeod, Mansbach, Garbutt, and Killenberg*

MED-256(C). Ambulatory Patient Care. The student is assigned to the outpatient department and the emergency room and will see patients assigned to

him and to a colleague house officer. He may design an individualized outpatient/emergency room schedule which will permit him to have a specific balance of patients with acute and chronic illness. Every term. Weight: 1-8. *Dixon, Brewer, and Staff*

MED-258(C). Introduction to Diseases of the Lung. The course is designed to provide a broad experience in the clinical and laboratory diagnosis of lung diseases. Emphasis will be placed on correlations of functional, radiologic, and pathologic data with disease processes. Every term. Weight: 8. *Cooper, Harle, Kylstra, Pratt, Saltzman, and Sieker*

MED-260(C). Clinical Infectious Disease. This course will provide experience in the clinical and laboratory diagnosis of infectious diseases and their therapy. Emphasis will be placed on learning through active participation in infectious disease consultations and library research. Every term. Weight: 4 or 8. *Gallis, Hamilton, Sitydam Osterhout, and Zwadyk*

MED-262(C). Diabetes Mellitus: A Camping Experience. Carolina's Camp for Diabetic Children provides a camping experience for 110 children annually. Medical support is provided by medical and nursing students and dietetic interns, under University staff supervision. Each student is directly responsible for the management of one cabin of campers. He participates in infirmary duty, prepares one of the daily staff seminars, and joins in the general camp activities. Room and board provided. Also offered in Nursing School. (Must be cleared in advance with Dr. Ellis, since students from other schools are also accepted.) Term: middle two weeks of August. Weight: 2. *Ellis and Skyler*

MED-264(C). Computer Aided Instruction in Clinical Neurology. The computer program simulates the patient-physician encounter of clinical practice. The purpose of the program, which includes a wide variety of cases in ten major areas of neurology, is to teach the student the efficient and economical utilization of laboratory procedures and the branching logic necessary in accurate neurological diagnosis. Terms: 1, 2, 3, 4. Weight: 1. *Burch and Heyman*

MED-266(C). Essentials of Rheumatic Disease. The purpose of this course is to give medical students the opportunity to review in the most concise and efficient manner the basic essentials of clinical rheumatic disease. The emphasis will be on clinical diagnosis and management. Term: 1. Weight: 1. *Pepe and Holmes*

MED-268(C). Psychosocial Aspects of Medical Illness. Seminars and supervised clinical experiences on the medical wards and clinics will be used to provide the student with knowledge of basic principles and practical clinical skills relevant to determining the role of psychosocial factors in the etiology and course of physical disease in man. (Also listed as PSC-268C). Every term. Weight: 2. *Williams*

Microbiology and Immunology

James B. Duke Professor: Wolfgang K. Joklik, D. Phil. (Oxford, 1952), *Chairman*.

James B. Duke Professor: D. Bernard Ainos, M. D. (Guy's Hospital, London, 1963).

Professors: Richard O. Burns, Ph.D. (Illinois, 1962); Eugene D. Day, Ph.D. (Delaware, 1952); Richard S. Metzgar, Ph.D. (Buffalo, 1959); Suydam Osterhout, M.D. (Duke, 1949), Ph.D. (Rockefeller Inst., 1959); Robert W. Wheat, Ph.D. (Washington Univ., 1955); Hilda P. Willett, Ph.D. (Duke, 1949).

Adjunct Professor: John E. Larsh, Jr., Sc.D. (Johns Hopkins, 1943).

Associate Professors: Charles E. Buckley III, M.D. (Duke, 1954); Rebecca H. Buckley, M.D. (North Carolina at Chapel Hill, 1958); Dolph Klein, Ph.D. (Rutgers, 1961); Jack L. Nichols, Ph.D.

(Alberta, Canada, 1967); Wendell F. Rosse, M.D. (Chicago, 1958); Harvey J. Sage, Ph.D. (Yale, 1958); David W. Scott, Ph.D. (Yale, 1969); Hilliard F. Seigler, M.D. (North Carolina at Chapel Hill, 1960); Ralph E. Smith, Ph.D. (Colorado, 1968); Ralph Snyderman, M.D. (State Univ. of New York, Downstate Med. Center, 1965); Thomas C. Vanaman, Ph.D. (Duke, 1968); Frances E. Ward, Ph.D. (Brown, 1965); Catherine M. Wilfert, M.D. (Harvard, 1962); Hendrik J. Zweerink, Ph.D. (Cornell, 1967).

Adjunct Associate Professor: James J. Burchall, Ph.D. (Illinois, 1963).

Assistant Professors: Dani P. Bolognesi, Ph.D. (Duke, 1967); Jeffrey R. Collins, Ph.D. (Harvard, 1972); Peter Cresswell, Ph.D. (London, 1971); Jeffrey Dawson, Ph.D. (Case Western Reserve, 1969); Linda R. Gooding, Ph.D. (Cornell, 1972); Gale B. Hill, Ph.D. (Duke, 1966); David J. Lang, M.D. (Harvard, 1958); Peter K. Lauf, M.D. (Freiburg, 1960); Jonathan Leis, Ph.D. (Cornell, 1971); Nelson Levy, M.D. (Columbia, 1967), Ph.D. (Duke, 1973); Sara E. Miller, Ph.D. (Georgia, 1972); Thomas G. Mitchell, Ph.D. (Tulane, 1971); Joseph L. Wagner, Ph.D. (North Carolina at Chapel Hill, 1972); Samuel A. Wells, Jr., M.D. (Emory, 1961); Peter J. Zwadyk, Ph.D. (Iowa, 1971).

Assistant Medical Research Professors: Shyuan Hsia, Ph.D. (Washington, 1968); Armead H. Johnson, Ph.D. (Baylor, 1971); Thalachallour Mohanakumar, Ph.D. (Duke, 1974).

Associates: Harry A. Gallis, M.D. (Duke, 1967); Nancy Mendell, Ph.D. (North Carolina at Chapel Hill, 1972); Emily G. Reisner, Ph.D. (Case Western Reserve, 1969).

Lecturer: Darell D. Bigner, M.D. (Duke, 1965).

Instructor: A. Proctor, M.S.

Research Associates: M. Aitio, M.D., J. Anderson, Ph.D.; A. Banes, Ph.D.; R. Bollinger, M.D.; N. Davis, Ph.D.; E. Ferreira, M.D.; E. Greeley, Ph.D.; D. Henderson, Ph.D.; A. Hizi, Ph.D.; M. Kelley, Ph.D.; R. Kim, Ph.D.; J. Li, Ph.D.; T. Lynn, M.D.; A. Ono, M.D.; M. Perdue, Ph.D.; P. Porter, Ph.D.; M. Vankataraman, Ph.D.; M. Watterson, Ph.D.

Required Course

MIC-200—the core course for all freshman medical students—is given in the second semester of the first year. An intensive study is made of the common bacteria, viruses, fungi, and parasites which cause disease in man. The didactic portion of the course focuses on the nature and biological properties of microorganisms causing disease, the manner of their multiplication, and their interaction with the entire host as well as specific organs and cells. The nature of induced immune processes by active and passive immunization and chemotherapy are included.

The laboratory portion of the course is designed to acquaint students with the methods and procedures employed in bacteriological laboratories, to provide the basis for an understanding of cell-virus interactions and to demonstrate the nature of the more common pathogenic fungi and parasites. Clinical case histories are presented by the clinical staff to correlate this course with patient care.

Electives

***MIC-242(B). Mechanisms of Microbial Pathogenicity.** A lecture-seminar course on the principles and problems of host-parasite interactions at the cellular and molecular level. Emphasis will be on the roles of microbial structures and products in the virulence and pathogenesis of acute, chronic, and toxigenic infectious disease system. Terms: 3 and 4. Weight: 2. *Wheat*

***MIC-252(B). General Virology and Viral Oncology.** The first half of the course will be devoted to a discussion of the structure and replication of mammalian and bacterial viruses. The second half will deal specifically with tumor viruses, which will be discussed in terms of the virus-cell interaction, the relationship of virus infection to neoplasia, and the role of the immunological response to tumor virus infection. The viral oncology part of the course may be taken for half credit in Term 4. In this case, the permission of the instructors is required. Terms: 3 and 4. Weight: 4. *Zweerink, Smith, Nichols, and Joklik*

***MIC-282(B). Molecular Microbiology.** A study of the structure, growth, and replication of bacteria with a detailed analysis of informational and catalytic

macromolecules. Major topics discussed are: biochemistry and function of structural components, genetic and metabolic regulatory mechanisms, RNA and protein synthesis, and the enzymology of DNA replication. Terms: 1 and 2. Weight: 4. *Burns, Leis, Nichols, and Vanaman*

MIC-291(B). Basic Immunology. Structure and function of immunoglobulins. Characteristics of synthetic and natural antigens. Specificity and cross-reactivity. Methods of immunologic analysis. Cellular aspects and kinetics of antibody formation. Forms of immunologic responsiveness and unresponsiveness. Cellular cooperation. Elicitation and control of immune response. Terms: 1 and 2. Weight: 3. *Scott, Dawson, Snyderman, and Amos*

***MIC-296(B). Immunochemistry.** The structures, bioassembly, and reactions of the immunoglobulins. Primary and conformational aspects of the immunoglobulin chains—sequences, subgroups, domains, allotypes, evolution. The antibody binding site—location, specificity, idiotypes antigen accommodation. Affinity, heterogeneity, homogeneous binding, kinetics. Sequential, conformational, and quaternary determinants. Active centers of multivalent antigens. The immune responses, affinity and immunoselection, T and B cells. Terms: 3 and 4. Weight: 3. *Day, Cresswell, Dawson, and Sage*

MIC-304(B). Basic Medical Virology. Topics to be discussed are: structure and replication of major virus groups as a basis for the understanding of viral pathogenesis; cellular and host responses to viral infections; immune responses to and the immunopathology of viral infections; viral epidemiology; DNA and RNA tumor viruses and their possible role in malignancy. Terms: 1 and 2. Weight: 2. *Zweerink, Lang, Daniels, and Smith*

***MIC-325(B). Medical Mycology.** Comprehensive lecture and laboratory coverage of all the fungi pathogenic for humans. Practical aspects as well as future trends in the mycology, immunology, diagnosis, pathogenesis, and epidemiology of each mycotic agent will be explored. There will be several invited lecturers, each an internationally recognized scientist, discussing their particular areas of mycological expertise and current research. Term: July. Weight: 4. *Mitchell*

***MIC-330(B). Medical Immunology.** A course designed to present the basic concepts of immunology as they relate to human disease. Emphasized will be tumor immunology, autoimmunity, neuroimmunology, immunohematology and immunologic deficiency diseases. Case presentations when appropriate. Terms: 3 and 4. Weight: 6. *Levy, C. Buckley, R. Buckley, Snyderman, and Rosse*

***MIC-336(B). Immunogenetics.** Basic concepts in genetic transmission, recombination, regulation. Elementary population genetics. Antigens of tissues and organs, distribution, extraction, and chemistry. Phylogeny of isoantigenic systems of man and animals. Tests for histocompatibility including lymphocyte interactions and reactivity. Change in antigenicity and immune responsiveness in carcinogenesis. Immunologic factors in pregnancy and in homotransplantation of organs. Terms: 1 and 2. Weight: 2. *Amos and Ward*

MIC-339(B). Diagnostic Microbiology and Infectious Disease. Introduction to the methods for the laboratory diagnosis of infectious disease and their clinical application. The course will consist of three phases: (1) diagnostic bacteriology in the clinical microbiology laboratory at the V.A.; (2) rounding with infectious disease group at the V.A.; (3) seminar with Dr. Osterhout from 4:00-5:00 p.m. daily. Terms: 3 or 4. Weight: 4. *Suydam Osterhout and Zwadyk*

***MIC-346(B). Fundamentals of Histocompatibility Testing.** A theoretical and laboratory course designed to provide a basic and practical knowledge of current methods of donor selection for bone marrow and organ transplantation. Topics would include identification of HL-A specificities, HL-A genotyping, mixed lymphocyte culture reactions, lymphocyte responses to mitogens and antigens, lymphocyte-antibody-lymphocyte reactions, lymphocyte and mixed agglutination, cross-match techniques, data storage and retrieval. Terms: 1 and 2. Weight: 3-8. *Amos*

MIC-399(B). Preceptorship in Microbiology and Immunology. An individual reading and/or laboratory course in specialty areas supervised by an individual faculty member. Acceptance, nature of topic, and amount of credit by individual arrangement with proposed faculty member. Every term. Weight: 1-8 per 8 weeks. *Microbiology and Immunology Staff*

MIC-401(B). Pathophysiology of Infectious Diseases. Lecture and seminar course discussing the pathogenesis of infectious diseases including the basic microbiology of the microorganism. This material is presented to allow a better understanding of the means of prevention of infection and the mechanisms of therapy. Term: 4. Weight: 3. *Wilfert, Katz, R. Buckley, Lang, Osterhout, Gutman, and Gallis*

MIC-403(B). Investigative Problems in Disease Caused by Viruses, Mycoplasmas, Bacteria, and Fungi. Introduction to techniques for research with viruses, mycoplasmas, bacteria, and fungi; clinical experience with infectious diseases related to the investigative programs. The student will be involved in some aspect of laboratory research, and should consult with the investigator with whom he would like to work prior to signing up for the course. Every term. Weight: 8. *Lang, Wilfert, Gutman, Hamilton, and Gallis*

MIC-405(B). Research in Immunohematology. The course is designed to provide the opportunity for students to select a project involving immunohematologic techniques and to pursue, through original research, the project conclusion. In particular, projects concerned with complement, red cell lysis and red cell antigens will be stressed. Close supervision will be provided. Weekly seminars in immunohematology will be held. Library readings will be stressed. Terms: 1, 2, 3, 4. Weight: 6-8. *Rosse*

***MIC-411(B). Molecular and Cellular Bases of Development and Differentiation.** Emphasis is placed on the biochemistry of the cell surface as the basis of cell recognition, control of cell cycle and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The course is designed to study the phenomena of development and differentiation and has been organized on a multi-disciplinary level. The course is part of the lecture series of the development and differentiation study program, DDS-201(B). Terms: 1 and 2. Weight: 3-4. *McCarty, Counce, Kaufman, and Padilla*

***MIC-420(B). Cellular Immunophysiology.** The interaction of immunologically active macromolecules such as antibodies or plant agglutinins with membrane surfaces and the resulting effects on membrane function and cell physiology will be the principal topics of this course. Emphasis will be placed on immune reaction mediated permeability changes in red blood cells and certain nucleated mammalian cells as well as on antibody induced alterations of enzyme activities. (See also *PHS-420B). Terms: 3 and 4. Weight: 2. *Lauf and Staff*

Obstetrics and Gynecology

Professor: Roy T. Parker, M.D. (Med. Coll. of Virginia, 1944), *Chairman*.

Professors: Robert G. Brame, M.D. (North Carolina at Chapel Hill, 1955); Arthur C. Christakos, M.D. (Med. Coll. of South Carolina, 1955); M. Carlyle Crenshaw, Jr., M.D. (Duke, 1956); Charles H. Peete, Jr., M.D. (Harvard, 1947).

Associate Professors: Nels Anderson, Ph.D. (Purdue, 1964); George W. Brumley, M.D. (Duke, 1960); William T. Creasman, M.D. (Baylor, 1960); Charles B. Hammond, M.D. (Duke, 1961); Stanley A. Gall, M.D. (Minnesota, 1962); Marcos J. Pupkin, M.D. (Univ. of Chile, 1960); David W. Schomberg, Ph.D. (Purdue, 1965).

Associate Clinical Professors: James L. Allen, M.D. (Emory, 1965); John T. Avent, M.D. (Meharry Med. Coll.); Rudy W. Barker, M.D. (North Carolina at Chapel Hill, 1967); David B. Crosland, M.D. (North Carolina at Chapel Hill, 1958); John L. Currie, M.D. (North Carolina at Chapel Hill, 1967); Jerry Lee Danford, M.D. (Duke, 1967); Carl A. Furr, Jr., M.D. (North Carolina at Chapel Hill, 1958); Clayton J. Jones, M.D. (Tennessee, 1952); Richard E. Lassiter, M.D. (North Carolina at Chapel Hill, 1965); Richard L. Pearse, M.D. (Harvard, 1931); Eleanor B. Easley, M.D. (Duke, 1944); Kenneth A. Podger, M.D. (Duke, 1941); Thomas A. Stokes, Jr., M.D. (Duke, 1955).

Assistant Professors: Sezer Aksel, M.D. (Duke, 1970); Lillian R. Blackmon, M.D. (Arkansas, 1963); Gale Hill, Ph.D. (Duke, 1966); Frederick Jelovsek, M.D. (Michigan, 1969); John R. Rampone, M.D. (Marquette, 1965); Lee Tyrey, Ph.D. (Illinois, 1969); R. Herbert Wiebe, M.D. (Saskatchewan, 1962).

Assistant Clinical Professors: Trogler F. Adkins, M.D. (Duke, 1936); John V. Arey, M.D. (Harvard, 1946); John R. Ashe, Jr., M.D. (Duke, 1948); Yancey G. Culton, Jr., M.D. (Duke, 1956); Lance T. Monroe, M.D. (New York Coll. of Med., 1932); Donald T. Moore, M.D. (Meharry Med. Coll., 1958); William A. Nebel, M.D. (North Carolina at Chapel Hill, 1962); Philip H. Pearce, M.D. (Duke, 1960); Roston M. Williamson, M.D. (Med. Coll. of Georgia, 1951); Robert K. Yowell, M.D. (Duke, 1961).

Research Associates: Constance Douglas, M.S.; Louise A. Kaufmann, B.A.; Larry Kodack, B.A.

Required Course

In Introduction to Clinical Medicine the first-year student receives instruction in the fundamentals of obstetric and gynecologic history and pelvic examinations.

OBG-202—required of all second-year students—consists of nine weeks in general obstetrics and gynecology. Students attend lectures, work daily in the general and special outpatient clinics, and are assigned patients on the obstetric and gynecologic wards. Students share in patient care, teaching exercises, and in daily tutorial sessions with the faculty. Clinical conferences, a gynecologic-pathology conference, endocrine conferences, and correlative seminars and lectures are included.

Electives

OBG-205(C). Gynecologic Cancer. A survey of malignancy of the reproductive system. The didactic portion of the course is supplemented by presentations of patients currently in therapy on the wards and in the Gynecologic Cancer Clinic. Every term. Weight: 4 or 8. *Creasman, Parker, Rampone, and Schmidt*

OBG-207(C). Pathology: Obstetrical and Gynecological. Study of normal and pathologic processes in the female in the fields of obstetrics and gynecology. Current gross and histologic specimens reviewed along with related material in study collections. Clinical, experimental, and theoretical correlations made when applicable. Every term. Weight: 1 or 2. *Rampone, Brame, Gynecology Resident on Surgical Pathology*

OBG-215(C). The Infertile Couple. A clinical study of infertility in the human for students who desire additional instruction in examination, diagnosis and treatment of the infertile couple. Assigned reading of pertinent medical literature both historical and current is correlated with clinical observation

in patients. The student is made familiar with testing techniques and the use of required apparatus and instruments, and participates in the treatment of patients. Terms: 1, 2, 3, or 4. Weight: 4. *Hammond, Peete, Wiebe, and Gynecology Fellows*

OBG-229(C). Endocrinology Seminar. Sessions with discussions of interesting clinical problems and related clinical and basic research in gynecologic endocrinology. Terms: 1, 2, 3, or 4. Weight: 1. *Hammond, Wiebe, Anderson, Schomberg, Tyrey, and Fellows on Endocrine Division*

OBG-231(C). Basic and Clinical Reproductive Endocrinology. Course for students who desire additional basic and clinical instruction in examination, diagnosis, and treatment of obstetric and gynecologic patients with endocrinopathy. Course consists of basic instruction in neuroendocrine and endocrine mechanisms correlated with examination and treatment of patients in the Endocrinology Outpatient Clinic. Terms: 1, 2, 3, 4. Weight: 4. *Hammond, Wiebe, Anderson, Schomberg, Tyrey, and Fellows on Endocrine Division*

OBG-235(C). Cytogenetics. Indepth course in human cytogenetics in which basic techniques of studying human chromosomes are applied to clinical situations. Research in human cytogenetics is also stressed. Terms: 1, 2, 3, or 4. Weight: 3. *Christakos*

OBG-239(C). Perinatal Medicine. A study of clinical factors during pregnancy, labor, delivery, and the first month of life. Emphasis will be placed on abnormal conditions of pregnancy as related to the infant, prenatal pathological conditions adversely afflicting the fetus and newborn, and early management of the infant. Current problems in maternal-fetal relationships will be outlined. The clinical rotation will consist of half time in the delivery room and half time in the nurseries, both full term and intensive care. (See also PED-239 and PED-225.) Every term. Weight: 8. *Blackmon and Crenshaw*

OBG-241(C). Family Life Sciences. A clinical correlative study designed to apply contraceptive techniques, genetic counseling, sex education, and demography in the practice of obstetrics and gynecology. Social implications in these various areas will be included. Every term. Weight: 4. *Christakos, Brame*

OBG-243(C). Sex Education. This course is designed to prepare health professionals for dealing with situations involving sex education and counseling. The course consists of two parts, a ten-week series of training seminars and sensitivity sessions surveying biological, psychological, sociocultural, and ethical aspects of human sexuality and also providing instruction on techniques of design, organization, and implementation of educational and counseling programs. The final eight weeks of the course will be spent gaining practical experience. The student's project may be of his own design, approved by the committee, or he may participate in one of the ongoing projects of the committee such as teaching the seventh grade curriculum in the public schools, writing curricula for other grade levels, or designing a course on the college level. Terms: 1 and 2 or 3 and 4. Weight: 3. *Parker, Katz, Christakos, and Shirley Osterhout*

OBG-245(C). Office Gynecology. For students preparing for general practice, medicine, pediatrics, and surgery. Outpatient clinic and emergency room diagnosis and patient care are taught. Every term. Weight: 4 or 8. *Parker and Staff*

OBG-247(C). Clinical Obstetrics. For students preparing for general practice and medicine or pediatrics. Antepartum, intrapartum and postpartum

patient care are stressed and practical experience in the delivery room is provided at an intern level. Every term. Weight: 4 or 8. *Crenshaw, Pupkin, and Staff*

OBG-249(C). Clinical Gynecology. For students preparing for general practice, surgery, and urology. Preoperative diagnosis and preparation and postoperative care are stressed. In addition, minor operative procedures are taught and students assume the responsibilities of an intern. Every term. Weight: 4 or 8. *Peete, Brame, and Staff*

OBG-251(C). Advanced Reproductive Endocrinology. An indepth program to involve students in detailed study of the clinical and laboratory aspects and literature regarding reproductive biology, endocrinology, infertility, and conception control. Course consists of participation in the gynecologic endocrinology clinics, complicated obstetric clinic, infertility clinics, care of inpatients, and pertinent laboratory exposure to techniques of study of reproductive hormonal substances. Terms: 1, 2, 3, 4. Weight: 8. *Hammond, Wiebe, Anderson, Schomberg, Tyrey, and Fellows on Endocrine Division*

OBG-253(C). Preparation for Practice, Cabarrus Memorial Hospital. This is a unique opportunity to receive both didactic exposure and clinical experience in obstetrics and gynecology at Cabarrus Memorial Hospital, a 400-bed community hospital in Concord, North Carolina. A student will be expected to function as an intern. He will actively participate in the care of patients in the labor and delivery rooms, assist at surgery, render postoperative care, and be exposed to the office practice of obstetrics and gynecology in a small community. The student will be provided a room, but he will be responsible for meals (available at hospital). This elective can be mixed, four weeks at Cabarrus and four weeks at Duke but not for a smaller septum. Every term. Weight: 8 (or 4). *Parker, Ashe, and Staff of Duke and Cabarrus*



Ophthalmology

Professor: Joseph A. C. Wadsworth, M.D. (Duke, 1939), *Chairman*.

Professor: Myron L. Wolbarsht, Ph.D. (Johns Hopkins, 1958).

Associate Professors: W. Banks Anderson, Jr., M.D. (Harvard, 1956); Arthur C. Chandler, Jr., M.D. (Duke, 1959); Maurice B. Landers III, M.D. (Michigan, 1963); John W. Reed, M.D. (Bowman Gray, 1962).

Assistant Professors: M. Bruce Shields, M.D. (Oklahoma, 1966); Charles F. Sydnor, M.D. (Virginia, 1969); Bill S. Yamanashi, Ph.D. (Mass. Inst. of Tech., 1969).

Assistant Clinical Professor: Judy H. Seaber, B.A., (Emory, 1962).

Clinical Associates: Robert E. Dawson, M.D. (Meharry, 1943); William R. Harris, M.D. (North Carolina, 1956); Edward K. Isbey, Jr., M.D. (Wayne State, 1955); Martin J. Kreshon, M.D. (Marquette, 1954); W. Hampton Lefler, M.D. (Bowman Gray, 1963); Samuel D. McPherson, Jr., M.D. (Johns Hopkins, 1943); Edward E. Moore, M.D. (Harvard, 1942); Van B. Noah, M.D. (Bowman Gray, 1966); Noel W. Young, Jr., M.D. (Duke, 1963).

Clinical Instructor: Larry Turner, M.D. (Duke, 1939).

Electives

***OPH-217(B). Structure and Function of Visual Photoreceptors.** A detailed study of available structural, biochemical, spectroscopic, and physiological data from retinal photoreceptors. Emphasis on molecular structure of vertebrate photoreceptor membranes, effects of bleaching on rhodopsin molecules, and initiation of neural information after photon absorption. Format to combine lectures, seminars, and demonstrating. Course material will complement Anatomy 276. (Also listed as *ANA-217B). Terms: 1 and 2. Weight: 3. *Corless and Yamanashi*

OPH-201(C). Investigative Ophthalmology. The student is assigned a project relating to basic ophthalmologic problems. Technical assistance, sufficient equipment, and laboratory animals are supplied for the completion of the project. The student is expected to attend lectures scheduled for the house staff. Every term. Weight: 4-8. *Anderson, Landers, and Wolbarsht*

OPH-203(C). General Ophthalmology. A clinical preceptorship in which the student will participate and observe in the regular house staff activities, conferences, lectures, patient care, and treatment including surgery. Emphasis on the use of specialized ophthalmic apparatus is emphasized. Every term. Weight: 3-8. *Chandler and Landers*

OPH-205(C). Medical Ophthalmology. The ophthalmic signs and symptoms of systemic disease are presented through patient examination and lectures. Oriented for those students interested, primarily in pediatrics, internal medicine, or ophthalmology. Terms: 1, 2, 3, 4. Weight: 1. *Chandler and Shields*

OPH-207(C). Basic Ophthalmic Sciences. Course designed primarily for those students intending to specialize in ophthalmology and will cover optics, ocular anatomy, physiology, pathology, pharmacology, and numerous ophthalmic disease processes. Terms: 1, 2, 3, 4. Weight: 1. *Wadsworth, Staff, and Outside Contributors*

OPH-211(C). Neuro-Ophthalmology. Experience is provided in application of ophthalmic diagnostic technique toward the diagnosis of central nervous system and related ocular diseases. Clinical case and research review is included. Special instrument utilization is emphasized. Terms: 1, 2, 3, 4. Weight: 1 or 2. *Anderson or Sydnor*

OPH-213(C). Ophthalmic Pathology. The student will review all ophthalmic pathology specimens submitted weekly and any pertinent permanent specimens. He will aid in presentation of cases at weekly ophthalmic pathology conferences. Every term. Weight: 1. *Wadsworth*

OPH-215(C). Ocular Diseases in Children. The study of ocular disease in children includes muscular imbalances, congenital disorders, and neoplastic diseases to acquaint the student with a special pediatric and ophthalmologic phase. Terms: special arrangements only. Weight: 1. *Chandler*

Pathology

Professors: Robert B. Jennings, M.D. (Northwestern, 1950), *Chairman*; Thomas D. Kinney, M.D. (Duke, 1936), *Chairman Emeritus* and R. J. Reynolds Professor of Medical Education.

Professors: Bernard F. Fetter, M.D. (Duke, 1944); Donald B. Hackel, M.D. (Harvard, 1946); William W. Johnston, M.D. (Duke, 1959); Gordon K. Klintworth, M.D. (Univ. of Witwatersrand, South Africa, 1957), Ph.D. (Univ. of Witwatersrand, South Africa, 1966); Philip C. Pratt, M.D. (Johns Hopkins, 1944); Joachim R. Sommer, M.D. (Munich, 1951); F. Stephen Vogel, M.D. (Western Reserve, 1944); Benjamin Wittels, M.D. (Minnesota, 1952).

Associate Professors: Dolph O. Adams, M.D. (Med. Coll. of Georgia, 1965); Ph.D. (North Carolina at Chapel Hill, 1972); Darell D. Bigner, M.D. (Duke, 1965), Ph.D. (Duke, 1971); Edward H. Bossen, M.D. (Duke, 1965); William D. Bradford, M.D. (Western Reserve, 1958); Charles A. Daniels, M.D. (Vanderbilt, 1966), Ph.D. (Duke, 1971); Jane C. Elchlepp, M.D. (Chicago, 1955), Ph.D. (Iowa, 1948); C. Craig Tisher, M.D. (Washington Univ., 1961); Frances King Widmann, M.D. (Case Western Reserve, 1960); Peter Zwadyk, Ph.D. (Iowa, 1971).

Assistant Professors: Peter H. Anderson, M.D. (Oregon, 1972); Peter Burger, M.D. (Northwestern, 1966); Frank Dorsey, Ph.D. (Duke, 1971); Jane T. Gaede, M.D. (Duke, 1966); Doyle G. Graham, M.D. (Duke, 1966), Ph.D. (Duke, 1971); Hal K. Hawkins, M.D. (Duke, 1972), Ph.D. (Duke, 1971); Ralph C. McCoy, M.D. (Emory, 1967); Salvatore Pizzo, M.D. (Duke, 1972), Ph.D. (Duke, 1973); Keith A. Reimer, M.D. (Northwestern, 1972), Ph.D. (Northwestern, 1971); John D. Shelburne, M.D. (Duke, 1972), Ph.D. (Duke, 1971).

Associates: Patricia Ruth Ashton, A.B. (Goucher College, 1963); John M. Harrelson, M.D. (Duke, 1965); J. E. Phillip Pickett, H.T.; Margaret C. Schmidt, M.A. (Louisville, 1969); Paul C. Tucek, D.V.M. (Illinois, 1970).

Research Associates: Lieselotte Kemper; Eileen Mikat, M.A. (Duke, 1969).

Required Course

PTH-200—the core course in pathology—is given during the second term of the first year. Fundamentals of pathology are presented by correlating gross and microscopic material to illustrate the structural changes in disease. Lectures dealing with broad concepts of disease processes are presented by senior faculty and conferences with small groups of students are held under the guidance of staff members. Etiology and pathogenesis of disease as well as the experimental approach are emphasized for the purpose of correlation with clinical disease. In addition to group work, conferences are scheduled to discuss problems derived from autopsies. Students are required to collaborate in postmortem studies and present cases in clinical-pathologic conferences under the direction of the staff.

Electives

***PTH-201(B). The Pathologic Basis for Clinical Medicine.** Disease processes will be studied in terms of organ systems, with the intention of enabling students to crystallize the basic processes studied in Pathology 200. Clinico-pathologic correlation will be stressed, utilizing gross and microscopic examples of disease processes, case studies, lectures, and demonstrations. This is a survey course and does not treat any one subject in great depth. Term: 1. Weight: 4. *Hackel and Staff*

***PTH-203(B). Ophthalmic Pathology.** This course is designed for students with an interest in ophthalmic diseases and particularly for those planning a career in pathology or ophthalmology and will consist of lectures, seminars, and laboratory sessions. The normal anatomy and embryology of the eye will be reviewed, and the various reactions of the eye to injury will be studied in gross

and microscopic specimens. The more common diseases will be considered in detail. Term: 1. Weight: 3. *Klintworth*

PTH-207(B). Cytopathology Preceptorship. This course consists of a full-time rotation by the student in the diagnostic cytopathology laboratories. By working with the laboratory staff, the student will explore in detail the role played by exfoliative cytopathology in the diagnosis of disease. Although not a requirement, the student will be encouraged to pursue special research projects. Terms: 2, 3, 4. Weight: 8. *Johnston, Bossen, and Ashton*

PTH-223(B). Autopsy Pathology. The course is intended to introduce students to the autopsy as an investigative tool; anatomic-clinical correlation is emphasized. Students work directly with one or more members of the Pathology Department. They will first assist at autopsies and then perform autopsies under supervision. They will work up these cases with particular attention to correlations with clinical and experimental medicine, prepare the final autopsy reports on them, and will work essentially at the level of a house officer. Students will be expected to present their findings at staff conferences. Every term. Weight: 8. *Adams and Staff*

***PTH-225(B). Cardiovascular Pathology.** Cardiovascular disease processes will be studied, reviewing anatomic, embryologic and physiologic features, and utilizing case material and gross specimens. Clinico-pathologic correlation will be stressed. Term: 1. Weight: 2. *Hackel*

PTH-237(B). Surgical Pathology. This course is designed for the student who wishes more experience in the study of disease. Although the course is entitled Surgical Pathology, this does not imply interest solely in the individual oriented to surgery. Problems in dermatology, gynecology, orthopaedics, general surgery, internal medicine, and other specialties will be considered. The program of study will consist of lectures, demonstrations, and laboratory work. Microscope required (limited number available on loan). Term: 4. Weight: 4. *Fetter*

PTH-342(B). Special Topics in Pathology. Special problems in pathology will be studied with a member of the senior staff; the subject matter will be individually arranged. Every term. Weight: 1-8 per 8 weeks. *Jennings and Staff*

***PTH-346(B). Subcellular and Molecular Pathology.** This course is designed for students wishing to broaden their knowledge of cellular structure and cellular pathology. A series of lectures and seminars will be presented on the alterations in cellular structure and associated function that accompany cell injury. Ultrastructural changes in selected human diseases will be discussed in detail with emphasis on diagnosis and pathogenesis. Terms: 1 and 2. Weight: 3. *Hawkins, Jennings, Shelburne, and Sommer*

PTH-348(B). Practical Surgical Pathology. This course will be in the form of an apprenticeship in which the student will work closely with the resident in the actual preparation and diagnosis of tissue changes. Microscope required (limited number available on loan). Every term. Weight: 8. *Fetter and Staff*

***PTH-352(B). Biochemical Pathology.** In a series of seminars, the morphology of several disease states will be integrated with their biochemical abnormalities. Utilization of experimental models on resolving the related problems in pathogenesis will be discussed. Disorders in lipid metabolism will be emphasized. Term: 2. Weight: 2. *Wittels*

***PTH-353(B). Advanced Neuropathology.** A review of neuropathology

emphasizing correlation with problems of human disease. Term: 1. Weight: 3. *Vogel and Staff*

***PTH-359(B). Fundamentals of Electron Microscopy.** Emphasis will be placed on the theory and application of electron microscopy to ultrastructural pathology. The methods relating to electron microscopy as well as phase and polarization microscopy will be considered. Laboratory experience will be included. Terms: 1 and 2. Weight: 2. *Hawkins, Shelburne, and Sommer*

***PTH-360(B). Histochemistry.** Theoretical basis of methods for cellular and subcellular localization of chemical constituents. Lectures and laboratory sessions emphasizing modern techniques for tissue preservation and intracellular localization and identification of natural products and enzymes. Term: 4. Weight: 2. *Sommer, Bossen, Daniels, Hawkins, McCoy, and Shelburne*

***PTH-362(B). Pathology of the Kidney.** This course is a comprehensive study of pathological, immunological, and clinical features of the various types of glomerulonephritis, nephrotic syndrome, and pyelonephritis as well as of metabolic, congenital, and neoplastic renal disorders. Lectures will be supplemented with gross and microscopic specimens, and demonstrations, and special library studies. Term: 2. Weight: 3. *Tisher and McCoy*

PTH-364(B). Orthopaedic Pathology. Special problems in orthopaedic pathology will be dealt with beginning with a discussion of the development of connective tissue with special emphasis on bone and muscle. Bone tumors, metabolic diseases, and traumatic problems will be considered. Term: 4. Weight: 2. *Harrelson*

***PTH-366(B). Pulmonary Pathology and Postmortem Pathophysiology.** Emphasis will be on pulmonary pathology and pathophysiology of infectious, metabolic, environmental, and neoplastic diseases, and certain diseases of unknown etiology (e.g., sarcoid, alveolar proteinosis, etc.). Ventilatory experiments will be done on excised human lungs. Term: 2. Weight: 3. *Pratt*

PTH-368(B). Neonatal and Pediatric Pathology. This is a survey course covering important topics in developmental anatomy and major pathologic processes of brain, lung, gastrointestinal, and urinary tracts. Emphasis is placed on clinico-pathologic correlation, and students assume responsibility for presentation of clinico-pathologic conferences, seminars, gross and microscopic laboratory materials. Designed for students entering clinical pediatrics and pathology. Term: 3. Weight: 3. *Bradford*

PTH-371(B). The Laboratory Basis for Clinical Medicine. This course will emphasize evaluation and interpretation of laboratory data relative to pathophysiologic processes. Development of judgment and selectivity in utilizing laboratory tests will be taught. Course will consist of lectures and laboratory conferences. Clinical-pathologic correlation will be stressed by detailed case studies of specific patients. Term: 4. Weight: 2. *Gaede, Widmann, Pratt, Anderson, and Zwadyk*

PTH-372(B). Environmental Diseases. The course features guest lecturers and student presentations to cover examples of disease produced by technological exploitation of the earth, and "life style". Subjects include population, respiration-air and ocean, and examples of diseases due to asbestos, lead, mercury, hydrocarbons, carcinogens, organic dusts, DDT, cigarette smoke, etc. Term: 3. Weight: 2. *Pratt and Lynn*

***PTH-374(B). Pulmonary Structure and Function Seminar.** Current and exemplary pathological material on lungs, including gross, histologic and elec-

tron microscopic data is correlated with *in vitro* function and clinical features; physiological measurements; and roentgenographic finding. The structural features of the types of reaction of lung cells to injury are interpreted against this background. Such demonstration material is correlated by lectures. Every term. Weight: 1. *Pratt and Lynn*

***PTH-375(B). Immunopathology.** A study of the patho-anatomy of diseases of man in which the immune system plays an important role, including auto-immune diseases, the "collagen" diseases, graft rejection, and immunologic aspects of cancer. The format will consist of a series of lectures of the clinico-pathological changes seen in immunopathological diseases of man. Term: 4. Weight: 1. *Daniels, Adams, Bigner, Bossen, and McCoy*

***PTH-376(B). Pathology of Virus Infections.** In this course the pathological effects of viruses will be discussed. The format will consist of a series of student-oriented seminars, and microscopic studies of human case materials. The clinical, pathological, immunological, and epidemiological aspects of human virus diseases will be stressed. Terms: 1 and 2. Weight: 3. *Daniels*

PTH-378(B). Seminars in Hematology. This is a systematic survey of the pathophysiology and morphology of human hematological diseases. Each student will survey the literature on several topics and prepare an oral presentation which will be critically discussed by the group. Opportunity for experience in blood, marrow, and lymph node analysis will be available. Term: 3. Weight: 2. *Wittels*

PTH-380(B). Surgical Pathology—Emphasis: Electron Microscopy. This course will be in the form of an apprenticeship in which the student will become engaged in the actual preparation and diagnosis of tissue changes using both light and electron microscopy. The student will of necessity learn how to operate the electron microscope. Terms: 1 and 2; Summer Terms I and II. Weight: 8. *Shelburne and Vollmer*

***PTH-411(B). Molecular and Cellular Bases of Development and Differentiation.** Emphasis is placed on the biochemistry of the cell surface as the basis of



cell recognition, control of cell cycle and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The course is designed to study the phenomena of development and differentiation and has been organized on a multi-disciplinary level. The course is part of the lecture series of the development and differentiation study program, DDS-201(B). Terms: 1 and 2. Weight: 3-4. *McCarty, Counce, Kaufman, and Padilla*

Pediatrics

Wilbur C. Davison Professor: Samuel L. Katz, M.D. (Harvard, 1952), *Chairman*.

Professors: Jay M. Arena, M.D. (Duke, 1932); Susan C. Dees, M.D. (Johns Hopkins, 1934); William J. A. DeMaria, M.D. (Duke, 1948); Thomas E. Frothingham, M.D., (Harvard, 1951); Herman Grossman, M.D. (Columbia, 1953); James B. Sidbury Professor S. Harris, M.D. (Harvard, 1933); David J. Lang, M.D. (Harvard, 1958); James B. Sidbury, Jr., M.D. (Columbia, 1947); Madison S. Spach, M.D. (Duke, 1954).

Associate Professors: Roger C. Barr, Ph.D. (Duke, 1968); George W. Brumley, M.D. (Duke, 1960); Rebecca H. Buckley, M.D. (North Carolina, 1958); John F. Griffith, M.D. (Saskatchewan, 1958); A. W. Renuart III, M.D. (Duke, 1955); Charles R. Roe, M.D. (Duke, 1964); Alexander Spock, M.D. (Maryland, 1955); Catherine M. Wilfert, M.D. (Harvard, 1962).

Assistant Professors: Page A. W. Anderson, M.D. (Duke, 1963); Lillian Blackmon, M.D. (Arkansas, 1963); William D. Bradford, M.D. (Western Reserve, 1958); J. Gordon Burch, M.D. (Alberta, 1967); M. Carlyle Crenshaw, Jr., M.D. (Duke, 1956); Sam Edwards, M.D. (Duke, 1968); Laura T. Gutman, M.D. (Stanford, 1963); Stuart Handwerker, M.D. (Maryland, 1964); Harold J. Harris, M.D. (Long Island Coll. of Med., Brooklyn, 1949); J. David Jones, M.D. (Duke, 1954); Ronald P. Krueger, M.D. (Duke, 1965); Shirley K. Osterhout, M.D. (Duke, 1957); Talmage Peele, M.D. (Duke, 1934); M. Henderson Rourke, Jr., M.D. (Pennsylvania, 1963); Raymond Sturmer, M.D. (Georgetown, 1968).

Associates: D. Woodrow Benson, M.D., Ph.D. (Duke, 1972); Kwok-Sing Cheung, Ph.D. (Saskatchewan, 1971); Drew Edwards, Ph.D. (Florida State, 1972); Deborah Kredich, M.D. (Michigan, 1962); Aglalia N. O'Quinn, M.D. (Duke, 1965); Gerald Serwer, M.D. (Duke, 1971); Roberta Smith, M.D. (Duke, 1966); Rick I. Suberman, M.D. (North Carolina, 1970); Robert Thompson, Ph.D. (North Dakota, 1971); John K. Whisnant, M.D. (Bowman Gray, 1968).

Instructor: Ann Cantor, M.D. (California at San Francisco, 1971).

Consultant and Lecturer: Arthur H. London, M.D. (Pennsylvania, 1927); Angus M. McBryde, M.D. (Pennsylvania, 1928).

Associate Clinical Professors: William L. London, M.D. (North Carolina at Chapel Hill, 1955); George M. Lyon, M.D. (Duke, 1961); Evelyn Schmidt, M.D. (Duke, 1951); Bailey D. Webb, M.D. (Duke, 1946), Ph.D. (North Carolina at Chapel Hill, 1941).

Assistant Clinical Professors: Clarence Bailey, M.D. (North Carolina at Chapel Hill, 1958); William A. Cleland, M.D. (Howard, 1933); Nelle S. Moseley, M.D. (Med. Coll. of Georgia, 1957); Charles B. Neal, M.D. (Duke, 1955); A. Douglas Rice, M.D. (Duke, 1951); S. Winston Singleton, M.B. (Manchester, England, 1952); Martha Valiant, M.D. (Duke, 1969); W. Samuel Yancy, M.D. (Duke, 1965).

Clinical Associates: Lillis Altshuller, M.D. (Cincinnati, 1960); Joanne Barton, M.Sc. (Kentucky, 1974); Jerri Brown, M.S.N. (Med. Coll. of Richmond, Virginia, 1970); Elizabeth Burkett, M.S.N. (North Carolina, 1975); James B. Rouse, M.D. (Duke, 1965); Janice D. Stratton, M.D. (Tulane, 1961); Joseph Whatley, M.D. (Duke, 1958).

Research Associate: J. Samuel Zigler, Ph.D. (Duke, 1975).

Required Course

PED-200—the basic course in pediatrics for all students—is an eight week clerkship in the second year. Its principal aim is to provide an exposure to the field of child health. The student has a varying series of experiences which should give a grasp of the concepts that underlie the discipline. Goals should be to acquire familiarity and competence with the basic tools of information-gathering—the history, physical examination, and laboratory data—and to develop an approach to the integration of this material for the solution of problems of health and illness in infancy, childhood, and adolescence. This should

be accomplished with continuing reference to the basic principles of pathophysiology encountered in the first year courses.

Those patients to whom the student is assigned will provide the focus for case studies. In addition to the careful history and physician examination which must be recorded, the student is expected to organize an appropriate differential diagnosis and to seek and read pertinent reference material relevant to each patient. The student should learn to present each case verbally in an organized and succinct fashion, to follow the patient's progress, and to interpret all studies which are performed. The student is expected to learn from a number of sources: standard textbooks and journals, current publications and conferences, and also from people—house staff, faculty, nurses, parents, and all others with whom he has contact in the clinical setting.

Objectives should also include an understanding of the roles played in pediatrics by other members of the health care team, both in the ambulatory and hospital settings. Patient care may include nurse, social worker, recreation therapist, psychologist, physiotherapist, dietitian, and/or others. The eight weeks will be divided to include time in two of the following settings: (a) outpatient clinics and emergency room, (b) Howland Ward, and (c) Durham County General Hospital. Each student spends one week in the nurseries. Usually, it is possible to schedule some of these assignments to meet student preference.

Electives

PED-201(C). General Pediatrics. Student is assigned to the ward, ambulatory services, community program, and/or nurseries according to his interests and goals. In general, he will have an intensive apprenticeship in pediatrics with learning experiences stemming directly from the patient and his problems. Students wishing to take Pediatrics 201 (C) must arrange first with Dr. Ronald Krueger and/or Dr. Thomas Frothingham the format of their experience. This is to be done well in advance of the term in which the course will be taken. The experience may be entirely inpatient, outpatient, or a mixture of each. Planning is essential so that the term meets the student's needs but does not crowd the available learning space. Every term. Weight: 8. *Katz and Pediatric Staff*

PED-202(C). Pediatric Infectious Diseases. This course will provide experience in the clinical and laboratory diagnosis of infectious diseases and in their therapy. The student works closely with the fellow in infectious diseases and participates actively in evaluation of patients. There is opportunity to gain experience in a laboratory setting (bacteriology, virology). Every term. Weight: 8. *Lang, Frothingham, Gutman, Katz, Wilfert, Whisnant, and Staff*

PED-203(C). Pediatric Neurology. Student will examine patients with neurological and convulsive disorders in the wards and clinics of Duke Hospital, at the Cerebral Palsy Hospital, the developmental evaluation clinic, and in the inpatient facilities of the Murdoch Center. Emphasis is placed on the neurological examination, investigation, and management of acute and chronic nervous system disorders of childhood. Research opportunities are also available for the interested student. Terms: 1, 2, 3, or 4. Weight: 8. *Griffith, Renuart, and Staff*

PED-215(C). Endocrine Disorders in Children. Student sees clinical patients by participation in Pediatric Endocrine Clinics. Stress is placed upon application of hormone assay to the diagnosis of endocrine disorders in childhood. Every term. Weight: 8. *Handwerker, Roe, and Moseley*

PED-217(C). Pediatric Hematology and Oncology. Includes all aspects of

clinical and laboratory pediatric hematology as well as the diagnostic evaluation, care, and treatment of patients with malignant diseases. Emphasis will be placed on fundamental concepts. There will be daily ward rounds, a weekly clinic, weekly slide conferences, and weekly seminars, as well as assigned reading. Students will be encouraged to engage in some individual clinical or laboratory project during the period of the course. Every term. Weight: 8. *Porter, Lyon, and Zusman*

PED-221(C). Poison Control. Primarily a seminar course with one two-hour conference per week scheduled for student discussion on assigned topics. The student may participate in clinical functions of the center and if he wishes may be on call for the treatment of these cases in the emergency room or the ward at his discretion. This is a student oriented teaching program and individual projects on the subject may also be carried out. Terms: 1, 2, 3, or 4. Weight: 2. *Shirley Osterhout*

PED-223(C). The Pediatrician in the Community. Beyond the walls of the hospital and medical center, the pediatrician performs a number of services. He may conduct a private office practice the leadership of which demands high competence in the art and science of medicine and continuing imaginative adaptation to changing patterns of community health problems. He must assume a central role as the child's advocate in connection with pressures from enthusiasts for particular child-rearing practices. As a consultant, he may profoundly influence for better or worse local school, health department, and service-organization programs. In the care of patients with developmental disability he must know how to work with a wide variety of specialized professionals in order to achieve the best possible diagnosis and management of these complex problems. We hope to introduce the student to these matters through discussions with faculty, reading, and observation of professionals at work in the areas mentioned above. The student is encouraged to select areas for indepth examination and active participation to his interests, background and anticipated career goals. Every term except Summer Term II. Weight: up to 8. *Frothingham*

PED-225(C). Neonatology. Students will have patient care responsibilities and experiences in the full term newborn and intensive care nurseries. Included will be discussions of prenatal hazards, resuscitation, care of the normal newborn and premature infant. Emphasis is placed on the initiation of parent-child relationships and the management of the normal and stressed neonate. Every term. Weight: 4. *Blackmon and R. Smith*

PED-227(C). Behavioral Aspects of Pediatric Illness. The purpose of this course is to introduce the student to the emotional aspects of sick children. Experience will include the impact on the family as well as the psychic and somatic adjustments of the child. (See also PSC-227C.) Terms: 1, 2, 3, or 4 and Summer Term I. Weight: 3-6. *Jones, Edwards, Yancy, and Ms. Ivler*

PED-231(C). Clinical Pediatric Cardiology. Provides an intensive learning experience in clinical childhood heart disease. Emphasis is placed on pre and postoperative management of children with operable heart disease. Scope: history, physical examination, and special techniques (electrocardiography, phonocardiography, echocardiography, cardiac catheterization and cineangiography). All students are required to meet with one of the instructors prior to enrolling in this course. Every term. Weight: 8, 4. *Anderson, Benson, Edwards, Serwer, and Spach*

PED-233(C). Allergy, Clinical Immunology, and Pulmonary Diseases. Clin-

ical evaluation and practice in use of methods of diagnosis and treatment of allergic disorders, cystic fibrosis and other pulmonary diseases, immunologic deficiency states and autoimmune disorders. Scope: history, physical examination, skin and pulmonary function tests, allergen preparation, sweat testing, and a variety of clinical immunologic tests. Every term. Weight: 8. *R. Buckley, S. Dees, Spock, and Rourke*

PED-239(C). Perinatal Medicine. A study of factors during pregnancy, labor, delivery, and the first month of life. Emphasis will be placed on abnormal conditions of pregnancy as related to the infant, prenatal pathological conditions adversely afflicting the fetus and new born, and early management of the infant. Current problems in maternal-fetal relationships will be outlined. The clinical rotation will consist of half time in the delivery room and half time in the nurseries, both full term and intensive care. (See also OBG-239 (C) and PED-225 (C).) Every term. Weight: 8. *Blackmon, Crenshaw*

PED-241(C). Pediatric Nephrology. Course is designed to provide experience in diagnosis, natural history and treatment of acute and chronic disorders of the kidney in children. Students are also exposed to the management of fluid and electrolyte disorders in infants and children. Every term. Weight: 6-8. *Krueger and DeMaria*

PED-243(C). Adolescent Medicine. Students will see adolescents in outpatient clinic. Emphasis to be placed on the behavioral and developmental aspects of adolescence, drug abuse, and the pregnant teenager. Tutorial and supervisory time to discuss specific patients and pertinent literature will be arranged. Every term. Weight: 2. *Yancy*

Physiology and Pharmacology

Associate Professor John V. Salzano, Ph.D. (Iowa, 1956), *Acting Chairman*.

Professors: Jacob J. Blum, Ph.D. (Chicago, 1952); Irving T. Diamond, Ph.D. (Chicago, 1953); Frans F. Jobsis, Ph.D. (Michigan, 1958); Edward A. Johnson, M.D. (Univ. of Sheffield, 1953); Leon Lack, Ph.D. (Columbia, 1953); John W. Moore, Ph.D. (Virginia, 1954); Toshio Narahashi, Ph.D. (Univ. of Tokyo, 1960); Athos Ottolenghi, M.D. (Univ. of Pavia, 1946); Saul M. Schanberg, M.D. (Yale, 1964), Ph.D. (Yale, 1961); George G. Somjen, M.D. (New Zealand, 1961); Pelham Wilder, Ph.D. (Harvard, 1950).

Associate Professors: Nels C. Anderson, Ph.D. (Purdue, 1964); Robert P. Erickson, Ph.D. (Brown, 1958); Robert E. Fellows, M.D. (McGill, 1959); Ph.D. (Duke, 1969); John W. Gutknecht, Ph.D. (North Carolina, 1963); Peter K. Lauf, M.D. (Univ. of Freiburg, 1960); Melvyn Lieberman, Ph.D. (State Univ. of New York, Downstate Med. Center, 1964); Thomas J. McManus, M.D. (Boston, 1955); Lorne Mendell, Ph.D. (Massachusetts Inst. of Tech. 1965); Daniel B. Menzel, Ph.D. (California at Berkeley, 1962); Elliott Mills, Ph.D. (Columbia, 1964); George M. Padilla, Ph.D. (California at Los Angeles, 1960); Theodore Slotkin, Ph.D. (Rochester, 1970).

Assistant Professors: Mohamed Abou-Donia, Ph.D. (California at Berkeley, 1966); Ping Beall, Ph.D. (Tulane, 1967); Walter Duran, Ph.D. (Catholic Univ. of Chile, 1965, Duke, 1975); James E. Hall, Ph.D. (California at Riverside, 1968); Franklin G. Hempel, Ph.D. (Texas, 1969); J. Mailen Kootsey, Ph.D. (Brown, 1966); Lazaro J. Mandel, Ph.D. (Pennsylvania, 1969); Andres Manring, Ph.D. (Ohio State, 1970); Phillip A. McHale, Ph.D. (Duke, 1972); Thomas T. Norton, Ph.D. (California, 1970); Patricia Prinz, Ph.D. (Stanford, 1969); Fidel Ramon, M.D. (Univ. of Mexico, 1964); Ph.D. (Duke, 1974); Gerald M. Rosen, Ph.D. (Clarkson Coll. of Tech., 1969); Myron Rosenthal, Ph.D. (Duke, 1969); Brij Shrivastav, Ph.D. (Univ. of Western Ontario, London, 1968); Sidney A. Simon, Ph.D. (Northwestern, 1973); Howard Wachtel, Ph.D. (New York Univ., 1967); Chau H. Wu, Ph.D. (Miami, 1970); June-Zoo Yeh, Ph.D. (Missouri, 1971).

Associate Clinical Professors: Peter B. Bennett, Ph.D. (Univ. of Southampton, 1964); James Clapp, M.D. (North Carolina at Chapel Hill, 1957); J. A. Kylstra, M.D. (Leiden, Holland, 1952); Madison Spach, M.D. (Duke, 1954); Myron Wolbarsht, Ph.D. (Johns Hopkins, 1958).

Assistant Clinical Professors: Robert W. Anderson, Ph.D. (Northwestern, 1964); Ronald Y. Chuang, Ph.D. (California at Davis, 1970); Everett H. Ellinwood, M.D. (North Carolina at Chapel Hill, 1959); James C. Fuchs, M.D. (Johns Hopkins, 1964); Joseph C. Greenfield, M.D. (Emory, 1956); Laura E. Gutman, M.D. (Stanford, 1962); Stewart Handwerker, M.D. (Maryland, 1964);

R. Scott Jones, M.D. (Texas, 1961); Harold E. Lebovitz, M.D. (Pittsburgh, 1956); David W. Schomberg, Ph.D. (Purdue, 1965); Harold C. Strauss, M.D. (McGill, 1964); Andrew G. Wallace, M.D. (Duke, 1959); Andrew Wechsler, M.D. (State Univ. of New York, 1964); William E. Yarger, M.D. (Baylor, 1963).

Required Course

PHS-200—Human Physiology—a core course in integrated organ and cellular physiology presented in six sections: cardiovascular, respiratory, renal, gastrointestinal, endocrine, and neurophysiology. Emphasis is placed on applied as well as fundamental concepts of human physiology relevant to the study of human disease. Required of and restricted to first-year medical students. Five lectures per week, with additional review and clinical correlation conferences, and elective tutorials. Term: fall. 7 units.

PHS-250—Pharmacology: Mode of Action of Drugs—studies and discussion of the pharmacological action of drugs in terms of biochemical and physiological processes. Three lectures and one conference per week. Prerequisite: PHS-200 or equivalent. Term: spring. 4 units.

Electives

PHS-205(B). Peripheral Circulation in Health and Disease. Topics in physiology and pharmacology of peripheral circulation. Analysis and evaluation of experimental and clinical studies relating to selected diseases of the circulation. Not offered for graduate school credit. Designed to be most valuable to medical students as part of a coordinated program of study such as the Cardiovascular Study Program. Term: 2. Weight: 1. *Staff*

PHS-207(B). The Heart in Health and Disease. Physiology and pharmacology at the organ systems level, including cardiac electrophysiology and mechanics, arrhythmias, ventricular-atrial function, congenital disordered function, coronary blood flow, and cardiovascular control mechanisms. Not offered for graduate school credit. Designed to be most valuable to medical students as part of a coordinated program of study such as the Cardiovascular Study Program. Term: 1. Weight: 1. *Johnson, Wallace, Greenfield, Spach, Strauss, McHale, and Anderson*

PHS-208(B). Respiratory System in Health and Disease. Primary emphasis is on the physiology of respiration. Topics covered include pulmonary mechanics, gas exchange, ventilation-perfusion relationships, central and peripheral regulation of ventilation and respiratory responses to exercise, altitude, and hyperbaric environments. Terms: 3 and 4. Weight: 2. *Salzano and Kylstra*

***PHS-212(B). Membrane Physiology and Osmoregulation.** Physiology of aquatic and terrestrial organisms, with emphasis on fluid and electrolyte balance, membrane transport processes, and electrophysiology. The course includes lecture and laboratory work on the functions, mechanisms, and comparative aspects of ionic and osmotic regulation. Term: Summer Term II. Weight: 9 per 8 weeks. *Gutknecht and Staff*

***PHS-215(B). Topics in Developmental Physiology and Pharmacology.** An analysis of physiological basis of development at the organ level with special reference to vertebrates. Topics will include development of neuronal connections, cardiogenesis, and hormonal regulation in organogenesis. Terms: 3 and 4. Weight: 2 per 16 weeks. *Mendell, Lieberman, and Padilla*

***PHS-216(B). Contractile Processes.** Cellular and molecular bases of activity in cilia and skeletal, cardiac, and smooth muscle; submicroscopic structure

and behavior of muscle; electrical and ionic properties of muscle membranes; the problem of electro-mechanical coupling; mechanics and thermodynamics of muscular contraction; biochemical energetics of contraction; modern methods and problems in contractility research. (Also listed as *ANA-215B.) Terms: 1 and 2. Weight: 3 per 16 weeks. *Jöbsis, Johnson, Anderson, and Reedy*

***PHS-217(B). Membrane Transport.** The physical-chemical basis of ion transport in water and thin lipid films, the solution and application of transport equations, the chemical composition and ultrastructure of biological membranes, the characteristics of non-electrolyte, anion and cation transport in red blood cells including passive and active carrier transport, the integration of these processes to transport molecules across epithelial tissues, and the use of noise measurements to investigate possible mechanisms of voltage dependent conductances. Terms: 1 and 2. Weight: 3 per 16 weeks. *Hall, Mandel, and Simon*

PHS-219(B). Tutorial in Physiology and Pharmacology. Guided independent study of original literature and/or laboratory experience. Open to all students; required of those electing a preclinical base in the Department of Physiology and Pharmacology. Every term. Weight: 3 per 8 weeks. *Lauf and Staff*

***PHS-222(B). Marine Electrobiolgy.** Studies of the physiology and behavioral consequences of bioelectric activity ranging from the cell membrane to the interanimal communication level. Laboratory work deals with bioelectric recording and stimulation techniques with particular emphasis placed on electrophysiological studies of marine organisms wherein cellular correlates of animal behavior are clearly seen. Topics include the ionic basis of bioelectric signals to particular behavior patterns, the effect of externally applied electric fields, and bioelectric communication and navigation systems. Term: Summer Term II. Weight: 6 units per 5 weeks. *Wachtel and Wolbarsht*

***PHS-225(B). An Introduction to Neuronal Physiology and Pharmacology.** A survey of the properties of excitable membranes in qualitative terms, including impulse generation and conduction in different types of nerves, the effects of pharmacological agents on electrical properties of membranes, the physiological and pharmacological aspects of synaptic and neuromuscular transmission, and biophysics of receptor cells. A practical introduction to electrophysiological techniques is presented in PHS-386 which supplements this course. Advanced quantitative approaches to membrane biophysics including voltage clamp techniques are covered in PHS-416. Terms: 1 and 2. Weight: 3 per 16 weeks. *Narahashi, Moore, Wachtel, and Wolbarsht*

***PHS-254(B). Mammalian Toxicology.** Principles of toxicology as related to man. Emphasis will be placed on the molecular basis for toxicity of chemical and physical agents. Subjects will include the limitations and assumptions of extrapolation to man from animal toxicity, safety of drugs and food additives, toxicity of pesticides and their hazard to man, and the role of scientists in societal decisions on the use of man-made chemical and physical agents. Terms: 1 and 2. Weight: 3 per 16 weeks. *Menzel and Staff*

***PHS-256(B). Human Nutrition.** Nutrition principles with emphasis on physiology and pharmacology. Topics will include the chemical basis for nutrient requirements, application to practical diets, parenteral nutrition, influence of dietary intake on disease (cardiovascular disease, diabetes, and inborn errors of metabolism), optimal dietary intake, impact of food technology on human nutrition, growth, maturation, lactation, and their requirements and

recent advances in micronutrient requirements. Terms: 1 and 2. Weight: 2. *Menzel*

***PHS-320(B). Gastrointestinal Physiology.** In this course the normal physiology, mechanisms of control, and transport characteristics of the human gastrointestinal tract and its associated glands (salivary, pancreas, liver) are presented in a series of lectures, problems and demonstrations. The mechanisms of secretion and reabsorption are treated at a cellular level. Problems focus on quantitation of gastrointestinal function. Term: 3. Weight: 2 per 8 weeks. *Scott Jones, N. Anderson, and Mandel*

***PHS-321(B). Renal Physiology.** The composition and size of body fluid compartments and the regulation of the constituents of the plasma by the kidney is presented by lectures, problems, and demonstrations. Measurements of renal function including renal blood flow, tubular reabsorption and secretion and acid-base regulation are discussed together with the theory of counter current exchange, ion transport in the kidney and hormonal control of renal function. Term: 4. Weight: 2 per 8 weeks. *Yarger and Clapp*

***PHS-330(B). Pharmacological Basis of Clinical Medicine.** This course consists of a detailed analysis of the mechanism of action and rationale for use of pharmacologic agents in disease states. Terms: 1 and 2. Weight: 4 per 16 weeks. *Schanberg and Staff*

***PHS-331(B). Laboratory Methods in Pharmacology.** Tutorial laboratory training will be given in various fields of pharmacology, including neuropharmacology, cardiovascular pharmacology, biochemical pharmacology, and biophysical pharmacology. Certain special laboratory sessions will be conducted at the Wellcome Research Laboratories, Research Triangle Park. Every term. Weight: 3 per 8 weeks. *Narahashi, Maxwell, and Staff*

***PHS-334(B). Pharmacodynamics.** This course will introduce the student to the fundamentals of physical processes in biological systems as they pertain to drug action. Specific topics will include pharmacokinetics, drug absorption, distribution, metabolism, excretion, receptor theory, Hansch correlation of molecular structure with biological activity, and molecular orbital theory. Terms: 1 and 2. Weight: 2. *Rosen and Slotkin*

***PHS-335(B). Drug Receptor Theory.** The course is divided into three sections—the development of receptor theory from the standpoint of kinetic models, the adaptation of theory to the qualitative evaluation of receptors by biochemical, physiological, and pharmacological criteria, the use of these theories in the prediction of receptor properties. The receptors of the autonomic nervous system and hormone responsive cells will be emphasized. Terms: 3 and 4. Weight: 2. *Rosen*

***PHS-362(B). Current Topics in Cardiac Muscle Physiology.** Selected topics in the physiology and pharmacology of adult and embryonic cardiac muscle, including general and comparative morphology and ultrastructure, cardiac electrophysiology and mechanics, and excitation-contraction coupling. Terms: 3 and 4. Weight: 2 per 16 weeks. *Johnson and Staff*

PHS-372(B). Research in Physiology and Pharmacology. Laboratory investigation in various areas of physiology and pharmacology. Every term. Weight: 2-8 per 8 weeks. *Lauf and Staff*

***PHS-383(B). Physiological Instrumentation.** Electronic methods of measurement of physiological variables. The operational amplifier is used as the

active building block in appropriate feedback circuits containing only passive elements to make a wide range of linear instruments including analog computers. Digital logic and computing elements are also developed. Terms: 3 and 4. Weight: 3 per 16 weeks. *Moore and Kootsey*

***PHS-386(B). Laboratory Methods in Electrophysiology.** Laboratory training in the proper use of apparatus for stimulation recording and analysis of electrical activity of nerve, muscle, and other tissues. Designed to supplement PHS-225. Terms: 3 and 4. Weight: 3 per 16 weeks. *Wolbarsht, Anderson, Kootsey, Lieberman, Mandel, Mendell, Moore, Narahashi, and Wachtel*

***PHS-393(B). Integrative and Clinical Neurophysiology.** Aspects of the physiology and pharmacology of the central nervous system in health and in disease: sensory coding, reflex functions, motor control, effects of drugs on the CNS, and physiological aspects of memory. Terms: 3 and 4. Weight: 3 or 4. *Somjen and Staff*

***PHS-401(B). Metabolic and Developmental Physiology and Pharmacology.** Cell division and control of the cell cycle; physiology of subcellular organelles such as nuclei, mitochondria, lysosomes, peroxisomes, and metabolic regulation. Terms: 1 and 2. Weight: 3 per 16 weeks. *Blum, Padilla, and Staff*

***PHS-411(B). Molecular and Cellular Bases of Development and Differentiation.** Emphasis is placed on the biochemistry of the cell surface as the basis of cell recognition, control of cell cycle and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The course is designed to study the phenomena of development and differentiation and has been organized on a multidisciplinary level. The course is part of the lecture series of development and differentiation study program, DDS-201(B). Terms: 1 and 2. Weight: 3-4. *Padilla, McCarty, Counce, and Kaufman*

***PHS-416(B). Biophysics of Excitable Membranes.** Advanced quantitative approach to bioelectric membrane phenomena. Topics include the cable properties of axons, voltage clamping theory and techniques, the ionic mechanisms of excitation, mechanisms of synaptic and neuromuscular transmission, receptor mechanisms, models of membranes and neurons, and the pharmacology of excitable membranes. Terms: 1 and 2. Weight: 3 per 16 weeks. *Moore, Narahashi, Wachtel, and Wolbarsht*

***PHS-417(B). Cellular Endocrinology.** Current concepts of the mechanisms of action of hormones at the cellular level, including hormone-receptor interactions; secondary messengers; regulation of protein synthesis; growth and differentiation; control of salt and water balance; regulation of substrate storage and mobilization; and modulation of hormone secretion. Terms: 1 and 2. Weight: 2 per 16 weeks. *Fellows, Lebovitz, and Handwerker*

***PHS-418(B). Reproductive Biology.** An indepth study of male and female reproductive processes including neuroendocrine, pituitary and gonadal control mechanisms, as well as the physiology of pregnancy and parturition. The basic lecture material in each section of the course is followed by seminar presentations by students and guest clinical faculty with emphasis on the interface between basic and clinical aspects. (Also listed as *ANA-418B.) Terms: 3 and 4. Weight: 2. *Anderson, Schomberg, and Tyrey*

***PHS-419(B). Topics in Mathematical Physiology.** Microcirculatory models,

biological wave propagation, and dimensional analysis and scaling. Terms: 3 and 4. Weight: 3 per 16 weeks. *Blum, Moore, and Kootsey*

Psychiatry

Professor: H. Keith H. Brodie, M.D. (Columbia, 1965), *Chairman*.

DIVISION OF CHILD AND ADOLESCENT PSYCHIATRY

Professor: John A. Fowler, M.D. (Bowman Gray, 1946), *Head of Division*.

Visiting Research Professor: Robert Coles, M.D. (Columbia, 1954).

Associate Professors: Harold J. Harris, M.D. (Long Island Med. Coll., 1949); J. David Jones, M.D. (Duke, 1954); Charles R. Keith, M.D. (Harvard, 1961).

Associate Clinical Professor: John J. Francis, M.D. (Vanderbilt, 1940).

Assistant Professors: Marcelino Amaya, M.D. (Univ. Nacional Autonoma de Mexico, 1954); William B. Anderson, M.D. (Minnesota, 1948).

Assistant Clinical Professors: Thomas M. Haizlip, M.D. (North Carolina at Chapel Hill, 1958); Preston A. Walker, M.D. (Med. Coll. of South Carolina, 1959).

Clinical Associate: Lucy T. Davis, Ed.D. (Columbia, 1955).

Instructor: Alice F. Long, M.A. (Chicago, 1953).

DIVISION OF BIOLOGICAL PSYCHIATRY

Professor: William P. Wilson, M.D. (Duke, 1947), *Head of Division*.

Professors: H. Keith H. Brodie, M.D. (Columbia, 1965); Everett H. Ellinwood, Jr., M.D. (North Carolina at Chapel Hill, 1959); Robert L. Green, Jr., M.D. (Hahnemann, 1946); William W. K. Zung, M.D. (Texas, 1961).

Clinical Professor: Richard J. Wyatt, M.D. (Johns Hopkins, 1964).

Adjunct Associate Professor: C. William Erwin, M.D. (Texas, 1960).

Assistant Professors: Veli Markku I. Linnoila, M.D. (Helsinki, 1974); John L. Sullivan, M.D. (Johns Hopkins, 1969).

Associate: Michael R. Volow, M.D. (Seton Hall, 1964).

Instructor: Sam Castellani, M.D. (Wayne State, 1969); Lilli Musella, Ph.D. (McGill, 1963).



DIVISION OF HIGHLAND HOSPITAL

Assistant Professor: Jack W. Bonner, M.D. (Southwestern, 1965), *Head of Division*.

Associate Professor: Darwin Dorr, Ph.D. (Florida State, 1969).

Assistant Professors: Marie Baldwin, M.D. (Med. Coll. of South Carolina, 1929); Thomas R. Faschingbauer, Ph.D. (North Carolina at Chapel Hill, 1973); Hal G. Gillespie, M.D. (Med. Coll. of South Carolina, 1964); James C. Green, M.D. (Illinois, 1965); Leo Potts, M.D. (Adelaide, Australia, 1955).

Assistant Clinical Professors: Louis A. Cancellaro, M.D. (Duke, 1965); Anne E. Sagberg, M.D. (Oslo, 1946).

Associates: Joyce Bracewell, M.S.W. (Florida State, 1964); Harold R. Gollberg, M.D. (Texas, 1966); Thomas A. Smith, M.D. (Tennessee, 1955).

Instructors: Linda J. Brannon, M.S. (Pennsylvania, 1971); Thomas J. DeMartini, M.S.W. (Tulane, 1971); Terrold W. Fox, M.S.W. (Florida State, 1965); Joan S. Grimes, M.S.W. (North Carolina at Chapel Hill, 1970); Helen G. Johnson, M.S.W. (Pittsburgh, 1946); Richard Selmann, M.D. (Emory, 1972); Shirley C. Singleton, M.S.W. (Michigan, 1958); Olin D. Wilson, M.S.W. (Florida State, 1968).

Clinical Instructors: Cecil T. Durham, M.D. (Med. Univ. of South Carolina, 1966); John W. Ledbetter, M.D. (Bowman Gray, 1953).

Clinical Instructor of Psychiatric Nursing: Cheryl Lynn LaPointe, M.S. (East Carolina, 1975).

DIVISION OF INPATIENT SERVICES

Professor: Frederick R. Hine, M.D. (Yale, 1949), *Head of Division*.

Professor: John M. Rhoades, M.D. (Temple, 1943).

Associate Professors: Johnnie L. Gallemore, Jr., M.D. (Emory, 1964); George A. Silver, M.D. (Duke, 1938).

Assistant Professor: Z. Daniel Pauk, M.D. (Iowa, 1956).

Assistant Clinical Professors: Pedro J. Irigaray, M.D. (Univ. of Mexico, 1955); Cynia B. Shimm, M.D. (Yale, 1950).

Associate: Elliott B. Hammett, M.D. (Duke, 1966).

Associate in Psychiatric Recreation Therapy: Barbara A. Yoder, M.S. (Florida State, 1970).

Instructor: Allen Dyer, M.D. (Duke, 1972).

Geropsychiatry

J. P. Gibbons Professor: Ewald W. Busse, M.D. (Washington Univ., 1942), *Associate Provost and Director of Medical and Allied Health Education*.

Professors: Daniel T. Gianturco, M.D. (Buffalo, 1960); Eric A. Pfeiffer, M.D. (Washington Univ., 1960); Adriaan Verwoerd, M.D. (Med. School of Amsterdam, 1952); Hsio-shan Wang, M.D. (National Taiwan Univ., 1953).

Associate Professor: Alan D. Whanger, M.D. (Duke, 1956).

Associate Medical Research Professor: Dietolf Ramm, Ph.D. (Duke, 1969).

DIVISION OF MEDICAL PSYCHOLOGY

Associate Professor: W. Doyle Gentry, Ph.D. (Florida State, 1969), *Head of Division*.

Professors: Irving A. Alexander, Ph.D. (Princeton, 1949); Robert C. Carson, Ph.D. (Northwestern, 1957); Edward Clifford, Ph.D. (Minnesota, 1954); Herbert F. Crovitz, Ph.D. (Duke, 1960); Martin Lakin, Ph.D. (Chicago, 1955).

Associate Professors: Patrick A. Boudewyns, Ph.D. (Wisconsin, 1968); Elaine K. Crovitz, Ph.D. (Duke, 1964); Ila H. Gehman, Ed.D. (Pennsylvania, 1947); Gail R. Marsh, Ph.D. (Iowa, 1968).

Assistant Professors: Hugh V. Angle, Ph.D. (Texas Christian, 1969); C. Drew Edwards, Ph.D. (Florida State, 1972); Mary M. Huse, Ph.D. (Duke, 1959); M. Marlyne Kilbey, Ph.D. (Houston, 1969); Patrick Logue, Ph.D. (North Dakota, 1965); Richard A. Lucas, Ph.D. (North Carolina at Chapel Hill, 1972); Gerard J. Musante, Ph.D. (Tennessee, 1971); Robert D. Nebes, Ph.D. (California Inst. of Tech., 1971); Susan S. Schiffman, Ph.D. (Duke, 1970); W. Derek Shows, Ph.D. (Duke, 1967); Ilene Siegler, Ph.D. (Duke, 1974); Robert J. Thompson, Ph.D. (North Dakota, 1971); Russell F. Tomlinson, Ph.D. (Florida, 1957); Linda G. Wyrick, Ph.D. (Arizona, 1971).

Associates: David R. Anderson, Ph.D. (North Dakota, 1975); Charles D. Gasswint, Ph.D. (Oklahoma, 1968); Paul M. Kirwin, Ph.D. (Texas, 1968).

Clinical Associate: Helen T. Brantley, Ph.D. (Duke, 1973).

Instructors: Guillermo A. Bernal, Ph.D. (South Carolina, 1975); Leonard Leighton, M.A. (Michigan, 1968); Paul Alexander Mabe, M.A. (East Carolina, 1974).

DIVISION OF MEDICAL SOCIOLOGY

Professor: George L. Maddox, Ph.D. (Michigan, 1956), *Head of Division; Director, Center for the Study of Aging and Human Development.*

Professor: Erdman B. Palmore, Ph.D. (Columbia, 1959).

Associate Professor: Jacquelyne J. Jackson, Ph.D. (Ohio State, 1960).

Research Associate: Robin Karasik, M.A. (Minnesota, 1974).

DIVISION OF OUTPATIENT SERVICES

Associate Professor: Charles E. Llewellyn, Jr., M.D. (Med. Coll. of Virginia, 1946), *Head of Division.*

Assistant Professors: James H. Carter, M.D. (Howard, 1966); Jesse O. Cavenar, M.D. (Arkansas, 1963); David M. Hawkins, M.D. (Duke, 1966); James L. Nash, M.D. (Duke, 1966); Kenneth Rockwell, M.D. (Duke, 1961).

Assistant Professor of Psychiatric Nursing: Eleanor M. White, M.S. (Oregon, 1963).

Assistant Clinical Professors: Martin G. Groder, M.D. (Columbia, 1964); Soong H. Lee, M.D. (Seoul National Univ., 1963); Malcolm M. McLeod, M.D. (North Carolina at Chapel Hill, 1965); Robert D. Phillips, M.D. (Pennsylvania, 1952); Karl W. Stevenson, M.D. (Bowman Gray, 1966); Donald W. Widmann, M.D. (Case Western Reserve, 1960).

Associates: William N. Grosch, M.D. (Albany Med. Coll., 1964); James T. Moore, M.D. (Missouri, 1971).

Clinical Associate: James M. Hoover, M.D. (Iowa, 1966).

Instructor: Albert R. Alden, M.D. (Texas, 1972).

Clinical Instructor: Ernest A. Raba, M.D. (Texas, 1972).

DIVISION OF PSYCHOSOMATIC MEDICINE

Associate Professor: Marianne S. Breslin, M.D. (Medical Academy, Duesseldorf, Germany, 1946), *Head of Division.*

Professors: Bernard Bressler, M.D. (Washington Univ., 1942); Joseph B. Parker, Jr., M.D. (Tennessee, 1941).

Associate Professor: Redford B. Williams, Jr., M.D. (Yale, 1967).

Assistant Professor: Jeffrey L. Hout, M.D. (Baylor Coll. of Med., 1967).

Associate: Allan A. Maltbie, M.D. (Emory, 1969).

DIVISION OF PSYCHIATRIC SOCIAL WORK

Assistant Professor: Martha L. Wertz, M.S.W. (Tulane, 1952), *Head of Division.*

Associate Professor: Maurine B. LaBarre, M.S.W. (Bryn Mawr, 1934).

Assistant Professors: S. Katheryn Barclay, M.S.W. (Tulane, 1946); Dorothy K. Heyman, M.S.W. (Pennsylvania, 1940).

Associates: Mary A. Black, M.S.W. (North Carolina at Chapel Hill, 1970); Katherine Buckner, M.S.W. (North Carolina at Chapel Hill, 1964); Hallie M. Coppedge, M.S.W. (North Carolina at Chapel Hill, 1948); Maxine R. Flowers, M.S.W. (Columbia, 1964); Jean F. Gregory, M.S.W. (Connecticut, 1967); Jane Clark Moorman, M.S.W. (Tulane, 1971); Lily P. Wang, M.S.W. (North Carolina at Chapel Hill, 1959).

Instructors: Laurie Ivler, M.S.W. (Smith, 1974); Benjamin Maney, M.S.W. (Michigan, 1974); Mayda A. Podell, M.S.W. (New York Univ., 1972); Faye G. Trilling, M.S.W. (Wisconsin, 1969); Belita Walker, M.S.W. (North Carolina at Chapel Hill, 1974).

Research Associate: Carol Van Steenberg, M.S.W. (Bryn Mawr, 1974).

Required Courses

PSC-200—required for all medical students during the first year—consists of 60 hours devoted to human behavior. A lecture series introduces the student to the concepts, techniques, and data of the various sciences most relevant to an understanding of and multifaceted approach to human behavior. Lecturers from the fields of behavioral neurobiology, psychology, psychiatry, and sociology discuss behavior from the point of view of heredity and constitution, central and autonomic nervous systems, inner emotional conflicts and interpersonal relationships, learning, cognition and perception, and relationships between the individual and his family, social institutions, and his culture and

subculture. Functional and developmental points of view are presented and stages in the development of the individual personality are traced. Wherever possible, relationships between the various approaches to human behavior are emphasized. Concurrently, a series of small group meetings provide opportunities for additional assimilation of lecture material and its application to specific examples of behavior through interviews of patients and group discussions. The small groups also provide opportunities to introduce effective techniques of human interaction and observation of the primary data of human behavior as well as methods of recording and interpreting these observations. In both the didactic and small group laboratory portions of the course, the relevance of human behavior to the biological and psychological aspects of medicine are stressed.

PSC-201—required during the second year—is an eight-week clerkship in clinical psychiatry. The student assumes limited responsibility, under supervision, for diagnosis and treatment of patients on the psychiatric wards, psychiatric outpatient clinic, and psychosomatic consultation services on non-psychiatric wards of the hospitals. Supervision is directed toward the application of concepts of diagnosis, psychopathological formulation, and therapy. These concepts are taken from descriptive, biological, psychoanalytic, and psychosocial contributions to current psychiatric thought. Supervision is also provided to develop interpersonal techniques of sensitive observation and therapeutic use of self. Emphasis is placed upon concepts and techniques applicable to all patients as well as psychiatric patients. To this end student interviews with patients on the nonpsychiatric services are reviewed with a psychiatric supervisor. Didactic instruction includes seminars on symptomatic, characterological, and psychophysiological neurotic conditions, the major psychoses, psychiatric problems of childhood, adolescence and late life, drug and somatic therapies, alcohol and drug abuse, emergency psychiatry, the psychotherapies, and introductory electroencephalography. In addition to rounds and case conferences, students are encouraged to observe psychotherapy and participate in supervised psychological treatment whenever appropriate situations can be provided.

Electives

PSC-202(B).† Philosophy of Science and Behavioral Sciences. Survey of current theories of knowledge, particularly as they relate to the special complex problems of empirical meaning, objectivity, measurement, and verification in studies of human behavior. Consideration is also given to the mind-body problem. Term: 2. Weight: 1. *Hine*

PSC-213(B).† Human Development I: Birth-Adolescence. A survey of psychological development from birth to adolescence in terms of sequential emergence of major behavioral systems. Terms: 1 or 3. Weight: 2. *Anderson*

PSC-214(B).† Human Development II: The Later Years of Life. A review of selected biological, psychological, and social aspects of development at the end of the life cycle. Term: 2. Weight: 2. *Maddox, Marsh, Siegler, and Buckley*

PSC-215(B).† Comparative Personality Theory. An examination of models of human functioning from Freud to the present. Topics will include examples from psychoanalytic, interpersonal, field theoretical, and behavioristic approaches. Term: 3. Weight: 1. *E. Crovitz*

PSC-216(B).† Intelligence and Cognition. An examination of theoretical

†For further information, consult the Associate Director for Undergraduate Medical Education.

perspectives in intellectual and cognitive development. Topics will include psychometric and cognitive-developmental views of intellectual functioning; measurement, assessment, and interpretation of research literature. Term: 4. Weight: 2. *Siegler*

PSC-223(B).† Biological Correlates of Behavior. The course examines the neuroanatomy, neurophysiology, neurochemistry, and neuropharmacology of perception, emotion, arousal, learning, motivation, and memory mechanisms. The biosynthesis, release, and metabolism of the catecholamines and serotonin, and the central nervous system organization of these amines and their function is reviewed. Biochemical theories of affective disorders and psychotic states will be discussed. The biochemical bases of reward and aggression will be considered, as will neuroendocrinological mechanisms and their effects on behavior. Students will have an opportunity to become acquainted with or to participate in an ongoing research project. Terms: 1-2. Weight: 4. *Ellinwood, Kilbey, Brodie, Wilson, Sullivan, and Marsh*

***PSC-238(B).† The Electroencephalogram and Psychological Function.** A survey of the literature on brain wave correlates of intelligence, personality, behavior disorders, sleep, sensory stimulation, conditioning, and learning. Lectures and laboratory demonstrations are included. (Also listed as Psychology 238 in the *Graduate School Bulletin*.) Terms: 3-4. Weight: 3. *Marsh*

PSC-293(B).† Theory of Treatment Approaches of Behavioral Psychology. This course will cover learning theory behind behavioral treatment of maladaptive behaviors, as well as those behaviors associated with chronic medical problems. Obesity, as an example of a chronic medical care problem, will be used as a model for elaboration of theory; depression, a maladaptive behavior associated with obesity, will also be examined. The course is intended for those interested in psychiatry and/or chronic disease as seen in family practice. Term: 3. Weight: 2. *Musante*

PSC-297(B).† Contemporary Black American Health Patterns. Subcultural awareness increases through descriptive analytical survey of black health patterns, related literature, and evaluation of relevant federal programs with emphasis upon political, racial, and socioeconomic problems (2 units) and optional student sociocultural research preceptorship on relevant problems (2-6 units). Terms: 4, Summer Term I. Weight: 2-8. *Jackson*

PSC-299(B).† Preceptorship in Behavioral Science. Opportunity for the student to work closely with a member of the faculty in an area of mutual interest with emphasis upon research. Every term. Weight: 1-8. *Ellinwood*

PSC-303(B).† Developmental Disabilities. Basic survey of the psychology of child development focusing upon the multiple problems posed by mental retardation and other developmental disabilities during early childhood. Implications for medical practice and education. Terms: 1, 2. Weight: 2. *Edwards*

PSC-305(B).† Social and Cultural Aspects of Illness. Seminar on medical-social roles in community and hospital. Topics include physician-patient relationship; epidemiology of illness and health services in terms of ecology, social stratification, race, life cycle. Students wishing further work in one particular topic, such as Negro sub-culture or gerontology, should take PSY-299(B) specifying particular interest. May be taken in conjunction with PSC-230(C), PSC-251(C). Term: 3. Weight: 3. *Palmore, Jackson, and Maddox*

†For further information, consult the Associate Director for Undergraduate Medical Education.

PSC-227(C). Behavioral Aspects of Pediatric Illness. The purpose of this course is to introduce the student to the emotional aspects of sick children. Experience will include the impact on the family as well as the psychic and somatic adjustments of the child. (See also PED-227C.) Terms: 1, 2, 3, or 4. Summer Term I. Weight: 3-6. *Jones, Edwards, Yancy, and Ms. Ivler*

PSC-234(C). Clinical and Experimental Psychopharmacology. Experience in one or more areas of psychopharmacology including clinical use of drugs, human experimental psychopharmacology, and animal neuropharmacology. Lectures covering drug metabolism; mechanisms of action; drug-to-drug interaction; use of animal models for screening psychotropic compounds; animal model of psychosis; neurochemical, behavioral, and electrophysiological effects of drugs during acute and chronic administration; FDA guidelines for conduction of clinical drug trials. Biometric approach to ratings of psychopathology; statistical models and computer analysis techniques. Term: 2. Weight: 4. *Zung, Ellinwood, Linnoila, and Sullivan*

PSC-240(C). Inpatient Psychiatry: Environmental and Somatic Therapy. Intensive clinical course—diagnosis, treatment, and management methods. Patient care responsibilities including management of ward milieu and experience with somatic, individual, and group psychotherapy. Diagnosis, psychodynamics, and treatment emphasized. Selected patient conferences and didactic lectures. Student is given more clinical responsibility than in sophomore year. If desired, may arrange for special reading tutorial in related topics (e.g., schizophrenia). Every term. Weight: 8-6-3. *Green and F. Hine*

PSC-243(C). Principles and Practice of Outpatient Psychiatry. Training and experience in recognizing and treating emotional disorders in outpatients. Supervised experience with patients having emotional problems commonly seen in medical practice. Training to include theory and techniques of brief psychotherapy, crisis intervention, supportive psychotherapy, and utilization of community resources, both at Duke Hospital and neighboring agencies. Every term. Weight: 3-8. *Hawkins, Rockwell, and Grosch*

PSC-245(C). Psychosomatic Medicine and Liaison Psychiatry. This is a full-time rotation within the Division of Psychosomatic Medicine. A variety of opportunities is available both for consultation within the hospital to patients from services other than psychiatry and for liaison training as well as an opportunity for research, both basic and applied in the area of psychosomatic medicine and psychophysiological research. Patient care conferences, clinical rounds and didactic seminars are held with specialized groups in the hospital. The student participates in diagnostic work-up of psychosomatic patients and goal limited treatment of such conditions. Terms: 1, 2, 3, 4. Weight: 8. *Breslin, Bressler, Gentry, Hout, Maltbie, Parker, Sullivan, Williams, and Volow*

PSC-251(C). Community Psychiatry and Mental Health. The student will be assigned to a faculty member active in community mental health consistent with a student's special interests such as agency consultation, sociological studies, community health center operations, student mental health, suicide and crisis intervention, etc.; and his faculty instructor will work out a lab. project and special areas of study. Terms: 1, 2, 3, or 4. Weight: 4-8. *Llewellyn, Maddox, Rockwell, Carter, Groder, Anderson, Harris, and Keith*

PSC-252(C). Christianity, Medicine, and Psychiatry. A clinical training program in which the relationships of Christian insights to the practice of medicine and especially psychological medicine are presented. The course includes attendance at regularly scheduled seminars, individual supervision in the

diagnosis, management and therapy of patients, supervised reading and a special seminar related to religious psychopathology as well as the mental health benefits of Christian beliefs. Terms: 1, 2, 3, or 4. Weight: 4 or 8. *Wilson*

PSC-253(C). Group Psychotherapy. Observation of an ongoing outpatient group psychotherapy program. Every term. Weight: 1. *Hawkins and Staff*

PSC-255(C). Marriage Counseling in Medical Practice. The principles and practices of marriage counseling will be taught. Required reading assignments will be made. The nonmedical resources of marriage counseling will also be presented. Sexual problems commonly occurring in marriage will be discussed. Term: 2. Weight: 1. *Llewellyn, Breslin, Pfeiffer, and Ms. Buckner*

PSC-259(C). Clinical Neurophysiology (EEG). Didactic and tutorial training in clinical neurophysiology as it relates to diseases of the central nervous system. The technical and interpretative aspects of electroencephalography are taught. Every term. Weight: 3. *Wilson*

PSC-261(C). Practice of Psychological Assessment Techniques. Demonstrations and practice in the administration and in interpretation of psychological assessment techniques with emphasis on the potential utility of these techniques to physicians. Terms: 1, 2, 3, or 4. Weight: 1. *Huse and Staff*

PSC-267(C). Clinical Child Psychiatry. Survey of child and adolescent psychopathology including diagnostic treatment and consultative approaches. Conferences and seminars augment closely supervised clinical experiences. Terms: 1, 2, 3, or 4. Weight: 3-6. *W. Anderson*

PSC-268(C). Psychosocial Aspects of Medical Illness. Seminars and supervised clinical experiences on the medical wards and clinics will be used to provide the student with knowledge of basic principles and practical clinical skills relevant to determining the role of psychosocial factors in the etiology and course of physical disease in man. (Also listed as MED-268C.) Every term. Weight: 2. *Williams*

PSC-333(C). Psychiatry Theory and Practice and Therapeutic Community in a Private Psychiatric Hospital. Principles and practices of psychiatric diagnosis and treatment. Instruction in psychiatric interviewing techniques. Psychological testing theory and administration. Theory of and supervised experience in individual psychotherapy, group psychotherapy, occupational therapy, recreational therapy, and total management of the patient. Active involvement in hospital's therapeutic community. Board and lodging for single and married students furnished. Every term. Weight: 9. *Bonner, Gillespie, and Green*

PSC-335(C). Research Preceptorship in Clinical Psychiatry. This course allows the student to work on a research project in clinical psychiatry with selected members of the psychiatric staff. Terms: 1, 2, 3 or 4. Weight: 3-8. *Clinical Staff by Arrangement and Gianturco*

PSC-337(C). Geriatric Psychiatry. The medical and clinical aspects of geriatric psychiatry with emphasis on diagnosis and management of geriatric patients on a variety of treatment facilities. Course includes attendance at scheduled conferences and supervised review of geriatric literature. Course may be taken in conjunction with PSC-214(B). Personality Development II—Adolescence and Old Age. Terms: 1, 2, 3, or 4. Weight: 3-8. *Pfeiffer, Verwoerd, Wang, Palmore, and Staff*

PSC-339(C). Preceptorships in Clinical Psychiatry. An advanced training

program in the preceptorship style for the recognition, diagnosis, prognosis, and treatment of psychiatric disorders. Experience will be mainly with in-patients and patients seen in consultation from other services but may include outpatients as well. Terms: 1, 2, 3, or 4. Weight: 3-8. *Clinical Staff by Arrangement and Gianturco*

PSC-343(C). Theoretical and Practical Aspects of Alcohol and Drug Abuse. The personality and sociocultural aspects of the drug and alcohol abuser are considered in depth. A student is taught the neuropharmacology of drug and alcohol abuse and is instructed in laboratory and research techniques with this population. He is offered a chance to engage in evaluation and treatment of the abuses. Attendance at weekly behavioral neuropharmacology seminars encouraged. Term: 3. Weight: 4-8. *Ellinwood, Kilby, Rockwell, Angle, and Maddox*

PSC-351(C). Clinical Use of Computers in Psychiatry. This course will assess the current state of the art of computerized mental health information systems; detail the planning and execution of these systems and assess new developments in theory and research arising from the application of computer technology to mental health concerns. Terms: 2 or 3. Weight: 1. *Gianturco, Ramm, and Cleveland*

PSC-353(C). Prison Psychiatry—Adult and Adolescent. Part-time or full-time experience in a prison setting is offered. Diagnosis and treatment of adult and adolescent offenders with a variety of medical illnesses and behavioral disturbances are recognized. Elements of forensic psychiatry are stressed where appropriate. Supervision is provided by Duke and U.N.C. consultants and the Central Prison Hospital and Mental Health Staff. Opportunities for participation in a wide range of original and continuing research are available. Every term. Weight: 2-9. *Carter, Smith, Kaye, and Felix*

PSC-355(C). Clinical Experience in Psychotherapy. A student who undertakes the psychotherapy of a psychiatric patient may obtain credit for this experience provided he can obtain the services of a psychiatric faculty member to serve as supervisor for this experience. The arrangement should be confirmed with the fourth year clinical departmental professional adviser. Every term. Weight: 1-3. *Gianturco and Staff*

PSC-357(C). Behavior Therapy Seminar. This experience will consist of a review of pertinent literature in the areas of behavior therapy and behavior modification as applied to mental and physical health problems. Term: 4. Weight: 1-2. *Gentry*

PSC-365(C). Individual Psychotherapy Based on Psychoanalytic Theory. Seminar concerning the theory and practice of individual psychotherapy involving reading, lecture, and discussion. If possible, ongoing discussion of student's cases will be utilized. Students will be encouraged to become involved in therapeutic work with an individual case. Term: 1. Weight: 2-3. *Pauk*

Radiology

Associate Professor: Herman Libshitz, M.D. (Hahnemann, 1963), *Assistant to the Chairman for Diagnostic Radiology.*

DIVISION OF DIAGNOSTIC RADIOLOGY

Professors: William F. Barry, Jr., M.D. (Pennsylvania, 1948); George J. Baylin, M.D. (Duke, 1937); James T. T. Chen, M.D. (Natl. Defense Med. Center, 1950); John A. Goree, M.D. (Duke, 1955); Herman Grossman, M.D. (Columbia, 1953); Irwin Johnsrude, M.D. (Univ. of Manitoba, 1956); Reed P. Rice, M.D. (Indiana, 1955).

Associate Professors: John A. Gehweiler, M.D. (Duke, 1956); Donald C. Jackson, M.D. (Sheffield, 1954); John P. Jimenez, M.D. (Med. Coll. of Virginia, 1955); Herman Libshitz, M.D. (Hahne-mann, 1963); Robert McLelland, M.D. (Cincinnati, 1948); Thomas T. Thompson, M.D. (Med. Coll. of Virginia, 1964).

Assistant Professors: Frederick M. Kelvin, M.B. (Univ. of London, 1966); Arthur F. Kriner, M.D. (Hahnemann, 1969); Salutarior Martinez, M.D. (Havana Univ. Med. School, 1961); Robert Older, M.D. (Duke, 1968); Rick I. Suberman, M.D. (North Carolina at Chapel Hill, 1970); William Thompson, M.D. (Pennsylvania, 1969); William S. Trought, M.D. (Tufts, 1968).

Associates: Saleh A. Fetouh, M.D., Ph.D. (North Carolina at Chapel Hill, 1972); Michael Johnson, M.D. (Colorado, 1972); Khalil K. Shirazi, M.D. (Univ. of Meshed, Iran, 1963).

DIVISION OF NUCLEAR MEDICINE

Professor: Jack K. Goodrich, M.D. (Tennessee, 1953), *Director*.

Associate Professors: Jack D. Davidson, M.D. (Columbia, 1943); C. Craig Harris, M.S. (Tennessee, 1951); Robert H. Wilkinson, Jr., M.D. (Washington Univ., 1958); Joseph B. Workman, M.D. (Maryland, 1946).

Assistant Professor: William H. Briner, B.S. (Temple, 1954).

Associates: Frederick P. Bruno, M.S. (Florida, 1965); Elizabeth Blackburn, R.T., M.Ed. (Madison, 1954).

DIVISION OF RADIATION BIOLOGY

Professor: Aaron P. Sanders, Ph.D. (North Carolina at Chapel Hill, 1964), *Director*.

Associate Professor: William D. Currie, Ph.D. (North Carolina at Chapel Hill, 1964).

Assistant Professors: Peter J. Kusel, Ph.D. (St. Louis, 1970); Raymond U, Ph.D. (Kyoto, Japan, 1970).

DIVISION OF RADIATION PHYSICS

Professor: Fearghus O'Foghludha, Ph.D. (Natl. Univ. of Ireland, 1961), *Director*.

Associate Professor: Alice McCrea, M.S. (Chicago, 1956).

Research Associates: James W. Blackburn; G. Allan Johnson, Ph.D.

DIVISION OF RADIATION THERAPY

Professor: Patrick J. Cavanaugh, M.D. (St. Louis, 1951).

Associate Professor: Boyd T. Worde, M.D. (Tennessee, 1947).

Associate: K. Thomas Noell, M.D. (Rochester, 1967).

RADIATION SAFETY

Associate: Conrad Knight, B.S. (Norwich, 1953).

Required Course

RAD-200—the basic course in radiology for all medical students—is combined with physical diagnosis and laboratory diagnosis into IND-200. The course is a concentrated lecture series with correlating demonstration laboratories designed to provide a broad introductory exposure to the entire field of radiology including diagnostic radiology, therapeutic radiology, and nuclear medicine.

Electives

RAD-227(B). General Radiobiology. Basic fundamentals essential to an understanding of biological effects of ionizing radiation. Major sections include radiation physics, radiation dosimetry, target theory and activated water theory in radiation damage, oxygen effect, radio-biochemistry, subcellular effects, tissue radiosensitivity, general radiation syndrome. Term: 3. Weight: 2. *Sanders, Currie, U, and Kusel*

RAD-207(C). Pediatric Radiology. A specialized program of instruction and participation in the wide variety of radiographic examinations in the pediatric age group. Special correlation of these examinations to the problems of specific diagnosis and patient care will be made. Student is to meet with departmental professional adviser prior to registering for any of the clinical electives in radiology. Every term. Weight: 4-8. *Grossman, Suberman, and Staff*

RAD-209(C). Clerkship in Neuroradiology. A specialized program of detailed instruction in neuroradiology. The program includes participation in the performance and interpretation of a variety of examinations including cerebral angiography, pneumoencephalography, computerized axial tomography, myelography, and others. Student is to meet with departmental professional adviser prior to registering for any of the clinical electives in radiology. Every term. Weight: 4. *Goree, Jimenez, and Staff*

RAD-215(C). Clinical Radiation Therapy. Approximately two-thirds of new cancer patients seen at the medical center are concentrated within the Division of Radiation Therapy. The course mainly provides an opportunity to observe a wide spectrum of clinical behavior in new patients, follow-up clinic, and in cases undergoing treatment. The course is aimed particularly at students leaning toward gynecology, otolaryngology, as well as general surgery. Student is to meet with departmental professional adviser prior to registering for any of the clinical electives in radiology. Every term. Weight: 4-8. *Worde and Staff*

RAD-229(C). Basic Radiology Clerkship. The radiology clerkship is designed to provide maximum flexibility for the student desiring exposure to the general field of radiology or to certain other subdivisions. The student may elect to study in several of the sections for a broad exposure or may choose to concentrate in a single area of particular interest. The sections participating in the clerkship include: general diagnostic radiology, gastrointestinal radiology, GU radiology, nuclear medicine, diagnostic ultrasound, ENT radiology, orthopaedic radiology, and clinical radiation therapy. The program includes observation and participation in the performance and interpretation of the various routine and special procedures with correlation of these examinations to the problems of specific diagnosis and patient care. There is flexibility as to full- or part-time course participation. All applicants for this course are to meet with the departmental professional adviser prior to registering and work out the program that best meets the student's interests and schedule. The student is expected to attend departmental conferences and student seminars. Every term. Weight: 4-8. *Lester, Libshitz, and Staff*

Surgery

James B. Duke Professor: David C. Sabiston, Jr., M.D. (Johns Hopkins, 1947), *Chairman*.

DIVISION OF GENERAL AND THORACIC SURGERY

Professors: William W. Shingleton, M.D. (Bowman Gray, 1943), *Chief of Division of General Surgery*; Will C. Sealy, M.D. (Emory, 1936), *Chief of Division of Thoracic Surgery*.

Professors: D. Bernard Amos, M.D. (Guys Hospital, London, 1963), *Experimental Surgery*; William G. Anlyan, M.D. (Yale, 1949); Eugene D. Day, Ph.D. (Delaware, 1952), *Experimental Surgery*; Keith S. Grimson, M.D. (Rush, 1934); Norman Kirshner, Ph.D. (Pennsylvania, 1952), *Experimental Surgery*; William P. J. Peete, M.D. (Harvard, 1947); Raymond W. Postlethwait, M.D. (Duke, 1937); Delford L. Stickel, M.D. (Duke, 1953); W. Glenn Young, Jr., M.D. (Duke, 1948).

Associate Professors: Robert W. Anderson, M.D. (Northwestern, 1964); Dani P. Bolognesi, Ph.D. (Duke, 1964), *Experimental Surgery*; Per-Otto F. Hagen, F.H.W.C. (Watt Univ., Edinburgh, Scotland, 1961), *Experimental Surgery*; R. Scott Jones, M.D., (Texas, 1961); Joseph A. Moylan,

Jr., M.D. (Boston, 1964); H. Newland Oldham, Jr., M.D. (Baylor, 1961); Norman F. Ross, D.D.S. (Temple, 1937), Dentistry; Hilliard F. Seigler, M.D. (North Carolina at Chapel Hill, 1960); Wirt W. Smith, M.D. (Texas, 1951), Experimental Surgery; Samuel A. Wells, Jr., M.D. (Emory, 1961); Walter G. Wolfe, M.D. (Temple, 1963).

Associate Clinical Professors: James E. Davis, M.D. (Pennsylvania, 1943); William F. Hollister, M.D. (Duke, 1939); Timothy Takaro, M.D. (New York Univ., 1943).

Assistant Professors: Darell D. Bigner, M.D. (Duke, 1965), Ph.D. (Duke, 1971); Experimental Surgery; Jeffrey J. Collins, Ph.D. (Harvard, 1972), Experimental Surgery; Walter Duran, Ph.D. (Catholic Univ. of Chile, 1965); James C. A. Fuchs, M.D. (Johns Hopkins, 1964); William B. Hall, Jr., M.D. (Virginia, 1954); Robert H. Jones, M.D. (Johns Hopkins, 1965); Jonathan P. Leis, Ph.D. (Cornell, 1970), Experimental Surgery; Frances F. Ward, Ph.D. (Brown, 1965), Experimental Surgery; Andrew S. Wechsler, M.D. (State Univ. of New York, 1964).

Assistant Clinical Professors: Eugene F. Bartlett, M.D. (Washington, 1958); Albert H. Bridgman, M.D. (Louisiana State, 1956); Rollins S. Burhans, Jr., M.D. (Louisville, 1963); Gordon M. Carver, M.D. (Duke, 1948); John M. Cheek, Jr., M.D. (Bowman Gray, 1945); John T. Daniels, M.D. (Howard, 1964); Thomas J. Enright, M.D. (Buffalo, 1948); Alphonse J. Langlois, Ph.D. (Duke, 1966); Walter J. Loehr, M.D. (Cornell, 1963); F. Maxton Mauney, Jr., M.D. (Duke, 1959); W. B. McCutcheon, Jr., M.D. (Virginia, 1952); F. M. Simmons Patterson, M.D. (Pennsylvania, 1939); H. Max Schiebel, M.D. (Johns Hopkins, 1933) Stewart M. Scott, M.D. (Baylor, 1951); Gulshan K. Sethi, M.D. (All India, 1963); E. Wilson Staub, M.D. (Northwestern, 1957); Douglas H. Stone, M.D. (Harvard, 1937); Charles D. Watts, M.D. (Howard, 1943); James S. Wilson, M.D. (Duke, 1937).

Associates: Robert W. Green, Ph.D. (Hawaii, 1969); Ryotaro Ishizaki, Ph.D. (Univ. of Tokyo, 1962).

Clinical Associates: Leslie R. Abel, D.D.S. (Tennessee, 1961), Dentistry; Foy E. Grubb, D.D.S. (North Carolina at Chapel Hill, 1973), Dentistry; Theron C. Johnson, D.D.S. (Kansas, 1960), Dentistry; Amire A. Neshat, M.D. (Isfahan Univ., Iran 1960).

Clinical Instructors: Hugo L. Deaton, M.D.

Research Associates: Lee Alice Goscin, Ph.D.; Alan C. Herman, Ph.D. (Duke, 1974); Gudrun Huper, M.A.; Carol J. W. Lewis, Ph.D. (North Carolina at Chapel Hill, 1972); Anthony V. Seaber; Marguerite Alberta Thiele, A.B.

DIVISION OF NEUROSURGERY

James B. Duke Professor: Guy L. Odom, M.D. (Tulane, 1933), *Chief*.

Professor: Blaine S. Nashold, M.D. (Louisville, 1949).

Associate Professor: M. Stephen Mahaley, M.D., Ph.D. (Duke, 1959).

Assistant Professors: Wesley A. Cook, Jr., M.D. (Oregon, 1963); Bruno J. Urban, M.D. (Germany, 1960); Robert F. Wilfong, M.D. (Duke, 1967).

Assistant Clinical Professors: Walter S. Lockhart, M.D. (Bowman Gray, 1944); Robert Price, M.D. (North Carolina, 1964).

Associates: Richard S. Kramer, M.D. (Duke, 1962).

Research Associates: Olin M. Pitts, Ph.D. (Med. Coll. of South Carolina, 1973); Yvonne Schurch, Ph.D.

DIVISION OF ORAL SURGERY

Professor: Nicholas G. Georgiade, D.D.S., M.D. (Duke, 1949), *Chief*.

Clinical Instructors: Claude J. Hearn, D.D.S.; Glenn A. Lazenby, D.D.S.; Jere E. Roe, D.D.S.

DIVISION OF ORTHOPAEDIC SURGERY

Professor: J. Leonard Goldner, M.D. (Nebraska, 1943), *Chief*.

Professors: Frank H. Bassett III, M.D. (Louisville, 1957); Frank W. Clippinger, M.D. (Washington Univ., 1952); Donald E. McCollum, M.D. (Bowman Gray, 1953).

Associate Professors: William D. Gentry, Ph.D. (Florida State, 1969); James R. Urbaniak, M.D. (Duke, 1962).

Associate Clinical Professors: Everett I. Bugg, Jr., M.D. (Johns Hopkins, 1937); Ralph W. Coonrad, M.D. (Duke, 1947); John Glasson, M.D. (Cornell, 1943); Frank H. Stelling III, M.D. (Georgia, 1938).

Assistant Professors: Donald S. Bright, M.D. (Maryland, 1967) Evan Evans, Ph.D. (California at San Diego, 1970); John M. Harrelson, M.D. (Duke, 1964).

Assistant Clinical Professors: J. Lawrence Frank, M.D. (Duke, 1965); J. George Jonas, M.D. (Zurich, 1954); Stephen N. Lang, M.D. (Illinois, 1965); C. Robert Lincoln, M.D. (Med. Coll. of Virginia, 1960); Angus M. McBryde, Jr., M.D. (Duke, 1963); Robert E. Musgrave, M.D. (Tennessee, 1946); Howard A. Wright, M.D. (New York Univ., 1943).

Clinical Associates: Delos W. Boyer, M.D. (George Washington, 1950); Albert T. Jennette, M.D. (North Carolina at Chapel Hill, 1959); Glendall L. King, M.D. (Washington Univ., 1955), Ph.D. (Illinois, 1949); Leslie C. Meyer, M.D. (Nebraska, 1943); George R. Miller, M.D. (Rochester, 1944); Ronald A. Pruitt, M.D. (Med. Coll. of Virginia, 1959).

Clinical Instructor: William J. Callison, M.D.

Clinical Lecturer: William McK. Roberts, M.D.

DIVISION OF OTOLARYNGOLOGY

Professor: William R. Hudson, M.D. (Bowman Gray, 1951), *Chief*.

Professor: George Baylin, M.D. (Duke, 1937).

Associate Professors: T. Boyce Cole, M.D. (North Carolina at Chapel Hill, 1962); Joseph C. Farmer, Jr., M.D. (Duke, 1962); Patrick D. Kenan, M.D. (Duke, 1959).

Associate Clinical Professors: George B. Ferguson, M.D. (Jefferson Med. Coll., 1932); Carl M. Patterson, M.D. (Maryland, 1944).

Assistant Professors: John H. Casseday, Ph.D. (Indiana, 1970).

Assistant Clinical Professor: Seth G. Hobart, Jr., M.D. (Virginia, 1950).

Associates: Peter G. Kaufman, Ph.D. (Chicago, 1971); Robert G. Paul, Ph.D. (Oklahoma, 1969).

Clinical Associates: Edward V. Hudson, M.D. (Bowman Gray, 1962); William B. Inabnet, M.D. (Louisiana, 1958); Robert L. Lawrence, M.D. (Vanderbilt, 1963); Thaddeus H. Pope, Jr., M.D. (North Carolina at Chapel Hill, 1957).

DIVISION OF PLASTIC AND MAXILLOFACIAL SURGERY

Professor: Nicholas G. Georgiade, D.D.S., M.D. (Duke, 1949), *Chief*.

Professors: Kenneth L. Pickrell, M.D. (Johns Hopkins, 1935); Galen W. Quinn, D.D.S. (Creighton, 1952), Orthodontics; Edward Clifford, Ph.D. (Minnesota, 1954).

Assistant Professors: Kenneth R. Diehl, D.M.D. (Emory, 1961), Orthodontics; Calvin R. Peters, M.D. (Louisiana, 1964); Donald Serafin, M.D. (Duke, 1964).

Research Associates: Ruth S. Georgiade, M.A.; William A. Harris, M.A.; Elizabeth H. King, M.D. (Duke, 1958).

DIVISION OF UROLOGIC SURGERY

Professor: James F. Glenn, M.D. (Duke, 1953), *Chief*.

Professors: E. Everett Anderson, M.D. (Duke, 1958); John E. Dees, M.D. (Virginia, 1933); James H. Semans, M.D. (Johns Hopkins, 1936).

Associate Professors: Robert A. Bonar, Ph.D. (California at Berkeley, 1953) Biophysics; John H. Grimes, M.D. (Northwestern, 1965); David F. Paulson, M.D. (Duke, 1964).

Associate Clinical Professors: Jack Hughes, M.D. (Pennsylvania, 1943); Louis C. Roberts, M.D. (Duke, 1934).

Assistant Professors: Ronald P. Krueger, M.D. (Duke, 1965); John L. Weinerth, M.D. (Harvard, 1967).

Assistant Clinical Professors: A. James Coppridge, M.D. (Virginia, 1953); Joyce D. Coughlin, M.D. (Buffalo, 1944); Stephen V. Kishev, M.D. (Sofia, Bulgaria, 1946).

Associate: Don D. Mickey, Ph.D. (Louisiana State, 1969).

Clinical Associates: Hector H. Henry II, M.D. (Tulane, 1965); Alexander Maitland III, M.D. (Yale, 1955); George H. Mickey, Ph.D. (Texas, 1938); Randall B. Vanderbeek, M.D. (Duke, 1963); Vernon H. Youngblood, M.D. (Emory, 1944).

Clinical Instructor: Edwin M. Tomlin, M.D. (Tennessee, 1946).

Research Associates: Yousuf Sharief, Ph.D. (North Carolina State, 1973); Kenneth Stone, Ph.D. (Colorado, 1971); Marie P. Stone, B.A.; Karen S. Webb, Ph.D. (North Carolina at Chapel Hill, 1973).

Clinical Research Associate: Dannie H. King, M.S.

PROGRAM IN HEARING AND SPEECH DISORDERS

Professor: LuVern H. Kunze, Ph.D. (Iowa, 1962), *Director*.

Associate Professor: Raymond Massengill, Jr., Ed.D. (Virginia, 1968).

Assistant Professor: Allen S. Hall, Ph.D. (Ohio, 1970).

Associate: Burton B. King, M.A. (Northwestern, 1955).

Instructor: Barbara G. Saunders, M.A.

Required Course

SUR-200—the required course—is given in the second year and consists of

an eight-week clinical clerkship for each student, with the primary aim the presentation of those concepts and principles which characterize the discipline of surgery. Basic and objective studies which are the foundation of surgical topics are presented in informal seminars three times weekly and include anti-sepsis and surgical bacteriology, wounds and wound healing, inflammation, fluid and electrolyte balance, shock, the metabolic response to trauma, biology of neoplastic disease, gastrointestinal physiology and its derangements, blood coagulation, thrombosis, and embolism.

The students are divided into small groups and each is assigned a senior surgical instructor. Rounds at the bedside are made three times weekly with the faculty. Each morning students attend clinical rounds with the resident staff for discussion of surgical diagnosis and therapeutics. A one-hour session daily is devoted to a surgical specialty demonstration including conferences in neurosurgery, orthopaedics, otolaryngology, plastic surgery, and urology. Students are assigned patients on the surgical wards for diagnosis and management.

Electives

SUR-201(C). Advanced Surgery—Emphasis Cancer. Advanced concepts in surgery will be presented in seminars, and in ward, clinic, and operating room experiences. Fifty to 75 percent of the time will be devoted to clinical cancer and related basic topics, and the remainder to surgery generally. (Note: A seminar will be the same as in SUR-291. The student therefore may elect to take SUR-201 or 291 but not both.) Terms: 1, 2, 3, 4. Weight: 8. *Shingleton, Wells, Seigler, and Staff*

SUR-202(C). Advanced Surgery—Emphasis Cardiovascular-Thoracic. Advanced concepts in surgery will be presented in seminars, and in ward, clinic, and operating room experience. Fifty to 75 percent of the time will be devoted to cardiovascular-thoracic surgery and related basic topics, and the remainder to surgery generally. Term: 2. Weight: 8, 2 for seminars only. *Sabiston, Anderson, Oldham, Sealy, Wolfe, Young, R. Jones, and Fuchs*

SUR-203(C). Advanced Surgery—Emphasis Transplantation. Advanced concepts in surgery will be presented in seminars, and in ward, clinics, and operating room experience. Fifty to 75 percent of the time will be devoted to clinical transplantation and related basic topics, and the remainder to surgery generally. Term: 3. Weight: 8; 2 for seminars only. *Stickel, Seigler, Amos, and Staff*

SUR-204(C). Advanced Surgery—Emphasis Gastrointestinal and Trauma (Patient Care). Advanced concepts in surgery will be presented in seminars, and in ward, clinic, and operating room experience. Fifty to 75 percent of the time will be devoted to surgery of the alimentary tract and trauma and related basic topics, and the remainder to surgery generally. Term: 4. Weight: 8; 2 for seminars only. *Peete, Grimson, Shingleton, Seigler, Clippinger, and Jones*

SUR-219(C). Advanced General and Thoracic Surgery (V.A. Hospital). Special attention will be given to those subjects in surgery common to all medical practices. Patients will be assigned to the students. The major emphasis will be on physiological and pathologic changes, diagnosis, and the indications for operation. Every term. Weight: 8. *Postlethwait, Oldham, Fuchs, Seigler, Stickel, Scott Jones, and Wechsler*

SUR-221(C). Surgical Specialties and Ophthalmology (V.A. Hospital). The student will attend selected conferences of all the surgical specialties and ophthalmology. Additionally he will select two or three of these specialties in which to concentrate experience (on one service at a time) in the operating rooms,

clinics, and wards of the V.A. Hospital. Pathophysiology, diagnosis, and treatment will be emphasized. Every term. Weight: 8. *Postlethwait, Chandler, Cole, Dees, Urbaniak, and Cook*

SUR-222(C). Clinical Dentistry. Normal and abnormal development of head and oral structure. Importance of teeth for mastication, speech, and esthetics. Pediatric to geriatric dental disease, its prevention, examination, diagnosis, and treatment. Surgical correction and clinical management of oral surgical problems. Clinical duty. Every term. Weight: 1. *Quinn, Ross, Diehl, and Georgiade*

SUR-223(C). Medical and Surgical Renal Disease. Experience is offered in diagnosis and management of surgical diseases of the urinary tract and medical renal diseases with emphasis on clinical patient care. Participation in special urologic clinics and exposure to hemodialysis is offered with emphasis upon renal transplantation, renal failure, renovascular hypertension, and other aspects of medical and surgical disease. Every term. Weight: 8. *Glenn, Robinson, and Respective Staffs*

SUR-227(C). Clinical Urologic Surgery. The diagnosis, management, and surgical treatment of patients with urologic disorders will be stressed. Students will be afforded intimate association with the entire staff in the clinics, wards, and operating rooms and will participate in surgery. Cystoscopic and urographic diagnostic methods along with other techniques will be taught. Every term. Weight: 8. *Glenn, Dees, Anderson, Grimes, and Staff*

SUR-230(C). Seminar in Urologic Diseases and Techniques. Lecture-seminar course by members of the staff in urology and radiology, providing an introduction to the spectrum of urologic diseases, amplified by demonstration of urologic diseases, amplified by demonstration of urologic and radiologic diagnostic methodology. Clinical problems to be stressed include endocrinopathies, pediatric, urology, obstructive uropathies, renovascular, hypertension, urinary calculi, and urologic malignancies. Informal seminars given weekly. Every term. Weight: 2. *Glenn, Dees, Anderson, Barry, Semans, Grimes, and Staff*

SUR-233(C). Basic Neurosurgery Course. Disease conditions commonly encountered in neurosurgery are presented. Clinical presentation of a common neurological disorder such as brain tumor or head injury is made by a member of the staff. Clinical features and plan of diagnostic investigation are stressed. The clinical disorder is used as a focal point from which to carry the presentation into the basic science areas related to the clinical problem. Terms: 1, 2, 3 or 4. Weight: 1. *Mahaley, Cook, and Kramer*

SUR-235(C). Clinical Neurosurgery. Course is designed for those students with future interest in the neurological sciences. Duties include the work-up and care of inpatients, work-up of clinic patients, assistants in the operating room, routine postoperative care, daily rounds, and night call. Weekly conferences are held in neurology, neuropathology, neuroradiology, neurophysiology and anatomy, and special lectures. Every term. Weight: 8. *Odom, Nashold, Mahaley, Cook, Kramer, and Wilfong*

SUR-237(C). Investigative Neurosurgery. The student is assigned a project relating to the neurological sciences and is provided with technical help, recording equipment, and experimental animals necessary for its completion. Each student plans and executes his own individual project, with the help of the neurosurgery staff. Weekly conferences are also attended. Terms: 1, 2, 3, or 4. Weight: 8. *Odom, Nashold, Mahaley, Cook, Kramer, and Wilfong*

SUR-239(C). Clinical Otolaryngology. This course will provide the student

with a comprehensive survey of clinical otolaryngology. Duties will include participation in both outpatient clinic activities and inpatient care in addition to assisting in the operating room. The student will participate in ward rounds and in the various conferences held by the division. Every term. Weight: 4 or 8. *Hudson, Kenan, Cole, and Farmer*

SUR-240(C). Otolaryngologic Seminar. This conference and demonstration course will provide an introduction to a variety of clinical problems in otolaryngology. Lectures will be supplemented with case presentations illustrating problems encountered in this field. Every term. Weight: 1. *Hudson, Kenan, Cole, and Farmer*

SUR-242(C). Psychophysiology of Hearing. An examination of the relation of anatomy and physiology of the central auditory system to auditory discriminations. Original papers on neuroanatomy, electrophysiology, and psychophysics of hearing will be read and discussed. (Also listed as Psychology 321 in *Graduate School Bulletin*.) Terms: 3, 4. Weight: 3. *Casseday*

SUR-245(C). Reconstructive Plastic Surgery. Study of broad principles of trauma, wounding, healing and varied reparative processes. Every term. Weight: 6. *Georgiade, Pickrell, Serafin, and Peters*

SUR-255(C). Medical Speech Pathology. Diagnostic and rehabilitation treatment used with the patients at the Medical Center, including articulation disorders, delayed speech development, cleft palate, stuttering, voice disorders, aphasia, cerebral palsy, language disorders, mental retarded speech, lisping, oral inaccuracy, laryngectomy, and other disorders of speech not falling under one certain category. Every term. Weight: 1. *Massengill*

SUR-259(C). General Principles of Orthopaedics. A full- or part-time experience on the Orthopaedic Service with duties and responsibilities similar to a junior intern. Inpatient care, outpatient examination, and operating room experience are included. Individual or group discussions each day with attending staff. The purpose of the course is to present broad concepts of orthopaedics to students planning general practice, pediatrics, allied surgical specialties or orthopaedics. Every term. Weight: 4 or 8; 2 for seminars only. *Goldner, Clippinger, McCollum, Bassett, Urbaniak, Gaines, Harrelson, Bright, and Staff*

SUR-261(C). Office and Ambulatory Orthopaedics. A full- or part-time experience on the Orthopaedic Service with duties and responsibilities similar to a junior intern. Inpatient care, outpatient examination, and operating room experience are included. Individual or group discussions each day with attending staff. The purpose of the course is to offer clinical experience to students who have completed the seminar portion of Surgery 259(C). Rotations will be similar to those of Surgery 259(C). Terms: 2 or 4. Weight: 8. *Bassett, Clippinger, Goldner, McCollum, Urbaniak, Bugg, Coonrad, Lincoln, Glasson, Lang, Frank, Harrelson, and Bright*

SUR-267(C). Clinical Conference in Cerebral Palsy and Children's Orthopaedics. Conference is arranged for those interested in neurological disease, pediatric orthopaedic problems, and related fields. These conferences demonstrate both the individual and group approach to the patient with complex neurologic conditions as it affects both growth and development. Outpatients and inpatients are utilized for subject material. Staff personnel readily available for individual seminars. Terms: 1, 2, 3, or 4. Weight: 2 or 4. *Coonrad, Bassett, and Goldner*

SUR-275(C). Electromyography. This course is an introduction to the

theory, techniques, and practice of clinical electromyography. Conference and demonstrations are the principle methods of instruction. The student participates in all phases of diagnostic study and learns the indications for use of electromyography as well as the interpretation of data. Every term. Weight: 2. *Clippinger, Urbaniak, and Orthopaedic Staff*

SUR-277(C). Orthopaedic Research. Individual projects are assigned for completion during a limited period of time. A student works with an investigator in the orthopaedic laboratory either at Duke Medical Center or the Durham V.A. Hospital. Clinical investigative studies are also available at both institutions. Every term. Weight: 8. *Goldner, Urbaniak, Bright, Harrelson, Evans, and Orthopaedic Senior Staff*

SUR-281(C). Introduction to Fractions and Musculoskeletal Trauma. Students will participate in the emergency management of patients through the Duke emergency room primarily, but also through Watts and the Durham V.A. Hospitals. Principles of fractures in trauma will be given throughout the week at specified times and attendance at fracture clinic will be required. Every term. Weight: 3. *Entire Senior Staff at Duke and Watts, Supervision by Dr. Goldner at Duke, Dr. Urbaniak at V.A., and Dr. Coonrad at Watts*

SUR-291(C). Cancer: Community Health Sciences, Ob-Gyn, Pediatrics, Pathology, Radiology, and Surgery Aspects. Taught by an interdepartmental faculty, course consists of weekly seminars, Thursday 3:00-5:00 p.m. and conferences on Wednesdays 12:00 noon-1:00 p.m., and Saturday 8:30-9:30 a.m. in clinical and related basic aspects of oncology; and ward and clinic experiences in diagnosis and treatment (remaining time). The student may elect one clinical department for the ward and clinical experiences or work in an experimental oncology laboratory. Terms: 1, 2, 3, and 4. Weight: 8 hours-full course; 2 hours-seminars and conferences. *Shingleton, Heyden, Abramson, Johnston, Porter, Farmer, Weed, Silberman, and Metzgar*

SUR-299(C). Advanced Surgical Clerkship. This course is structured to provide the student with a comprehensive approach to surgical disorders. Each student will choose to work in the clinics, on the wards, in the operating rooms and in the laboratory, with one senior surgeon for eight weeks. Advanced concepts in surgery will be taught and problem solving techniques will be demonstrated. Every term. Weight: 8. *Sabiston, Scott Jones, Oldham, Postlethwait, Sealy, Siegler, Shingleton, Stickel, Young, Anderson, Wells, Wolfe, R. Jones, and Fuchs*

SUR-301(C). Trauma Service. This course is designed to provide students interested in trauma care with further experience both in the Emergency Department and on the inpatient Trauma Service. The course will emphasize both triage and resuscitation for major and minor emergency problems in the emergency department and also pre and postoperative care on the inpatient trauma service. The student will have a full-time experience by assuming duties and responsibilities similar to a junior intern. Emphasis will be placed on developing skills in the care of patients with multisystem injuries in the emergency department, inpatient service, and operating room. Students will work in conjunction with the attending staff and the senior assistant trauma resident. Every term. Weight: 8. *Moylan*

Special Interdisciplinary Training Programs

BSP-201(B). Biobehavioral Study Program. The focus of the study program will be to obtain an understanding of basic processes underlying human be-

havior. This will involve a year-long experience designed to familiarize the medical student with significant issues in the behavioral sciences and the methodology used to investigate such issues. Each student will be given the opportunity to focus on some determinant of human behavior, which may include biological, psychological, developmental or social factors. The major portion of the student's time will be spent in closely supervised library or laboratory research in an area of the student's interest resulting in the preparation of a report of the work. A seminar series is also held, the students presenting topics chosen from proposed material as well as a summary of their own work. Students enrolled in this program may take courses given in the medical and graduate schools and it is expected that they will integrate and balance their work with some courses of general medical importance. The faculty for the BSP is an interdisciplinary group representing several departments of the Medical School and University and is involved in a broad range of interests in individual and group behavior. Every term. Weight: 9 per term. *Program Director: Clifford*

CVS-201(B). Cardiovascular-Respiratory Sciences Study Program. The Study Program in Cardiovascular-Respiratory Sciences (CVS) is designed to offer third-year students instruction for one academic year in basic sciences as applied to the understanding of the cardiovascular and respiratory systems in health and disease. The program is interdepartmental in nature and will constitute a full credit load for those students who participate. It is comprised of three parts that run concurrently.

1. **Individual Tutorial.** The student will identify with a senior member of the medical school faculty who is participating in the program and whose field of work is in the cardiovascular or respiratory area. The major part of the educational program for the student will be in the form of individual tutorials with this member of the staff. This tutorial may range from full-time independent research to an intensive study experience for the student. The student and his tutor will develop a plan and the student will review it with the Director of the Program.

2. **Group Seminar.** A seminar series will be developed according to the needs and desires of the students, the purpose of which is to read and discuss selected papers and/or discuss problems and topics which arise in the course of the lectures or are complementary to them. Students will be active participants in the seminar, and through this mechanism it is hoped to integrate knowledge of cellular physiology and pharmacology into an understanding of organ system function and control.

3. **Lecture Courses.** The following courses are required: The Heart (207), Peripheral Circulation (205) and the Respiratory System (208) in Health and Disease. These courses in cardiovascular and respiratory physiology will present selected topics in cardiovascular and respiratory physiology including analysis and evaluation of experimental and clinical studies relating to selected diseases of the circulation, cardiac electrophysiology and arrhythmias, ventricular-atrial function, congenital disordered function and coronary blood flow, pulmonary mechanics, central and peripheral regulation of ventilation, pulmonary circulation and respiratory responses to exercise, altitude and hyperbaric environments.

The above plan provides a structured and recommended curriculum design. Within this framework multiple pathways are available because of the concentration of effort in the tutorial experience. Tutorials can be arranged within any of the basic science departments or with individuals in clinical departments whose orientation or research is consistent with the goals of the program. Once a tutor is identified, added flexibility is gained by having the option to

elect courses in addition to the required course in physiology and pharmacology or to elect seminars in addition to the group seminar. Terms: 1, 2, 3, 4. Weight: 9 per term. *Program Director: E. Johnson*

DDS-201(B). Development and Differentiation Study Program. Recent advances in molecular and cell biology provide new concepts in the area of developmental biology. This program is designed to give the medical student an appreciation of the phenomena of development as well as advanced training in a variety of biomedical disciplines. In order to provide a comprehensive coverage for many areas the program has been organized on a multidisciplinary level.

Particular emphasis is placed on the biochemistry of the cell surface as a basis of cell recognition, control of the cell cycle and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in the light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The rapidly expanding body of knowledge gained from these approaches will be examined by the medical student through seminars as well as the opportunity for direct observations in the laboratories of participating faculty. The program provides an opportunity for the medical student to obtain an introduction for advanced training or research in a field of study of his interest including, for example, hematology, endocrinology, pediatrics, and immunology.

The program can be selected by the student for one or two semesters. First semester: the first semester will consist of (1) a series of lectures given three times a week to cover basic principles, (2) a series of seminars conducted by the students under the guidance of the faculty, and (3) rotation through the laboratories of the participating faculty. During this rotation the student will learn through direct observation, participation, and discussion with the staff of each laboratory. The student may also undertake research in one of the laboratories if he so desires.

The students will meet Monday, Wednesday, and Friday at 11:20-12:10 to attend the introductory course in Development and Differentiation. This course covers basic principles and is taught by the entire faculty for the purpose of establishing a firm foundation for the more advanced studies to be given in the second semester. The students will also prepare and attend seminars in Differentiation and Development. These seminars will be conducted by the students under the guidance of the faculty.

The students also have ten to twelve weeks of laboratory rotation. This laboratory rotation will be through the laboratories of the participating faculty. The experience will occupy three to five hours per week and will consist of a series of laboratory experiments to learn through direct observation, participation and discussion with the staff of each laboratory. The experiments are carefully selected to provide an opportunity for the student to become familiar with different types of research material as well as specific laboratory techniques. Most important, however, the student has the opportunity not only to learn experimental design but to become familiar with unique sources of material.

Upon entrance into the program the student will be interviewed by the faculty. This will be important in order to take this opportunity to examine for any obvious deficiencies and suggest a program that will complement a future medical career. It should be emphasized that the students are not encouraged to take a large series of courses. In some cases, for example, a student may wish to start a research tutorial early in the semester rather than deferring this decision to a later date. Students may also elect to spend part of their time in a library

project under close faculty supervision. If the student elects a library project, this work will be circulated among the faculty and will be presented in an in-depth seminar. As a general rule mornings are reserved for course work and the afternoons for laboratory rotation and tutorials.

The students in the second semester will continue the course in development as well as other appropriate courses comprising the study program.

It should be emphasized that the student is provided considerable flexibility in this program since there is no penalty for taking 18 hours of course work for the first semester only. Term: Regular Term 1 and 2 required, Regular Term 3 and 4 optional. Weight: 18 per semester. *Co-Chairmen: McCarty and Counce*

EDR-201(B). Endocrinology and Reproductive Biology Program. This interdepartmental program is designed to provide third-year medical students with an opportunity for indepth study of cellular endocrinology, neuro-endocrinology, and reproductive biology as these relate to the function of the endocrine and reproductive systems in health and disease. In this program, major emphasis is placed on development of a plan of independent study for each student which is based on a tutorial or preceptorial association with an individual member of the program faculty. In addition, all members of the program, including faculty, meet regularly for seminars, discussions, and guest lectures on selected topics of interest to the entire group. A student normally spends four terms in the program and receives full credit for the medical school advanced basic science requirement. Although the program traditionally begins in September, its structure is potentially flexible enough to accommodate those who wish to begin in any term, including the summer terms. It should be emphasized that while the primary aim of the program is to provide an intensive experience in endocrinology and reproductive biology, opportunity is provided within the program format for students to broaden their basic science background by taking courses which may be unrelated to the subject matter of the study program.

For all students, the program consists of the following components:

1. An Individual Tutorial. This is carried out in association with one or more senior faculty members selected by the student, and generally involves laboratory research in a particular area of endocrinology or reproductive biology. Before entering the program, students are asked to complete their tutorial arrangements. In order to facilitate this process, the Program Director will, on request, direct students to appropriate members of the program faculty or other members of the medical school faculty whose specialty and research interests would permit them to participate in the program.

2. The Seminar. Held weekly on Tuesday afternoon throughout the academic year, the seminar covers various topics in endocrinology and reproduction in a format designed to explore current concepts, primarily through critical reading and discussion of contemporary literature. The seminar utilizes the background and experience of all members of the program faculty, guest speakers, and active student participation to develop an integrated approach to basic problems in endocrinology and reproductive biology. Taken as a whole, the seminar series provides broad coverage of endocrine phenomena from a cell biology viewpoint. The application of basic concepts to clinical problems and human disease is considered to provide continuity with future clinical training.

3. Lecture Courses. There are no specific course requirements in this program. In order to provide additional breadth of preclinical experience related to immediate or long-term interests, students are encouraged to take up to four units of course work per term. As noted above, individual course selections are not limited to those related to endocrinology or reproductive biology, al-

though consultation with one's preceptor is recommended before making final selections. PHS-417, Cellular Endocrinology and/or PHS-418 (ANA-418), Reproductive Biology may be recommended to those students who desire additional formal coverage of basic mechanisms. Every term. Weight: 9 per term. *Director: Fellows*

IND-300(B) or (C). Interdisciplinary Seminar in Medical-Legal-Ethical Issues. The seminar will be composed of students in approximately equal number from the Medical, Divinity, and Law Schools, and will explore important medical, legal, and ethical features of current issues (e.g., transplantation, euthanasia, abortion). Faculty and resource persons from all three schools will participate in the seminar. Up to four introductory sessions in the fall semester for all participating students and faculty will be concluded with arrangement of interdisciplinary terms and selected topics. Student teams will meet during the winter and consult at intervals with faculty. All seminar participants will reassemble for a series of weekly meetings, ending in mid-March, to present and discuss the topics researched. Any topics, properly focused, may be considered. Terms: 2 and 3, credit awarded Term 3. Weight: 2. *Gallimore, Shimm, Smith, and Other Faculty Members from the Medical, Law, and Divinity Schools*

ISP-201(B). Immunology Study Program. This study program is designed for students whose career goals lie in one of the many clinical specialties which interface broadly with immunology: allergy-immunology, infectious diseases, rheumatology, hematology, transplantation, and oncology. A general fund of information is provided in the core course, Medical Immunology (MIC-330B), which emphasizes the role of immunologic mechanisms in various human disease states. Each student chooses a faculty preceptor, with whom he works on an original research project. It is encouraged that the student not be merely injected into the continuum of the preceptor's research interests but, rather, that he develop an individual project, which he can complete during the study program. This laboratory effort may continue for two to four terms. The primary goals of the program are to encourage and develop the student's own creativity, to expose him to the research interests and philosophies of the entire division and to help him gain a personal perspective on current immunologic thought with an emphasis on clinical relevance:



The student's efforts and time are divided as follows:

1. Preceptorship. The major emphasis of the program, during which the student functions much as graduate student in the division. Thirty hours or more per week.

2. Medical Immunology (MIC-330B). The basic concepts of immunochemistry and immunobiology are reviewed in the first two weeks, and the remainder of the course describes the role of these concepts in the pathogenesis and treatment of several human disease states. Emphasis is given to tumor immunology, immunohematology, immunologic deficiency diseases, neuroimmunology, transplantation, autoimmunity, inflammation, and allergy. Patient presentations when applicable. Because the course meets daily, more than superficial coverage of the topics can be achieved. Five hours per week. Terms 3 and 4.

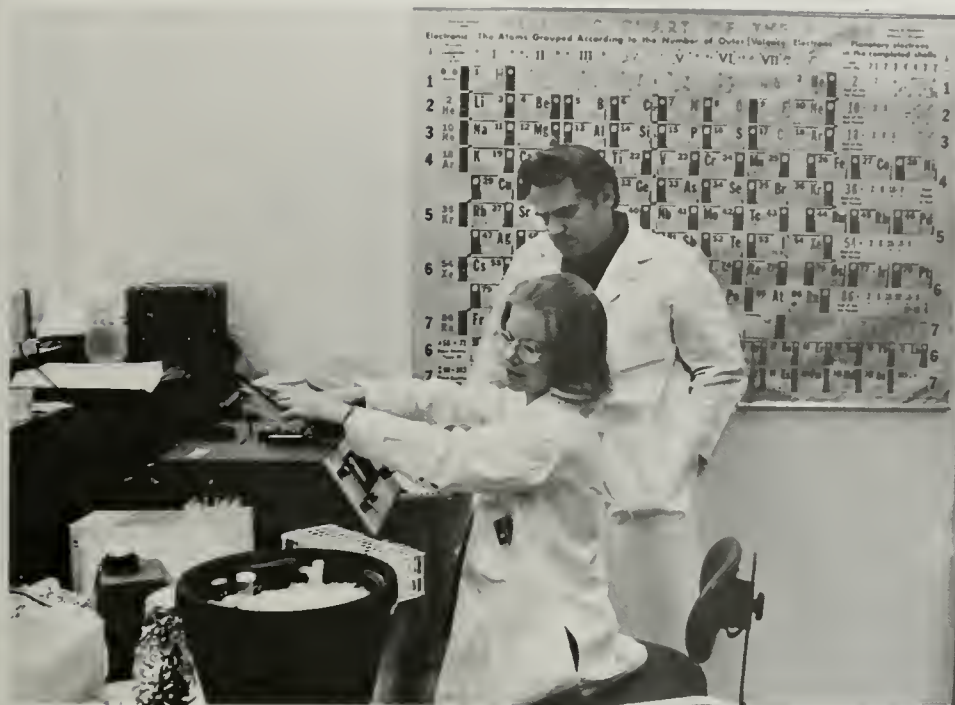
3. Seminars for Research Progress. Throughout the year each faculty member, fellow, and student in the division presents a brief informal seminar on his ongoing research. The discussion that follows is of great help to the presenter and allows the student to observe and participate in the critical analysis of research before it is at the polished publication or formal seminar stage. One hour per week.

4. Immunology Division Seminar. A series of formal seminars by division faculty and visiting scientists. 1-2 hours per week.

5. Additional Course Work. The student may elect to take any of several courses in immunology and related fields, but is generally discouraged from excessively diluting his laboratory experience.

NSS-201(B). Neurosciences Study Program. The Neurosciences Study Program is an interdepartmental, interdisciplinary program designed to coordinate the study of neurobiology in the third year curriculum. The program permits the student an opportunity for independent study and growth in neurobiology under the guidance of several basic science faculty members engaged in research on the nervous system. In recent years significant developments in molecular biology, electron microscopy, neurophysiology, and neurochemistry have given us an approach to the understanding of brain function at a cellular and a subcellular level. In addition, increasing sophistication has been introduced in studies at an organismic level. These developments provide hope for a greater understanding of the biologic basis of brain function and tremendously increase our need for well-trained physicians to understand the fundamental basis of neurobiology for careers relevant to the specific area as well as to all of medicine.

The program will last for thirty-two weeks. Participation in the program will require active participation in a neurobiology study group tutorial and in a preceptorship with one of the basic science faculty members. The major emphasis of the program will be on individual laboratory research training under the preceptorship of one of the members of the training staff. In addition, the trainee in consultation with his preceptor will be encouraged to enroll in one or two courses relevant to his special interests and career plans. A wide range of projects are available for interested students. For physiologic approaches to the nervous system, the laboratories of Dr. George Somjen, Dr. Antonio Escueta, Dr. John Moore, Dr. Frans Jöbsis, and Dr. Wesley Cook are available. For pharmacology, the laboratories of Dr. Saul Schanberg, Dr. James Davis, and Dr. Toshio Narahashi; and morphological studies, the laboratories of Dr. J. David Robertson, Dr. M. Steven Mahaley, Dr. F. Stephen Vogel, and Dr. Talmage Peele are available. For virologic studies, the laboratories of Dr. John Griffith, Dr. Darell Bigner, Dr. Nelson Levy, and Dr. Steven Mahaley are available. For bio-



chemical studies, the laboratories of Dr. Stanley H. Appel, Dr. Ara Tourian, Dr. Norman Kirshner, Dr. Allen Roses, and Dr. Bernard Kaufman are available.

The neurobiology study group tutorial will permit students to gain understanding of several different aspects of neurologic science as well as topics in the biology of behavior. These meetings are held two times a month and consist of topics selected by the students from a list provided by the faculty members of the program. The range of topics include pertinent subjects of neuroscientific relevance such as aspects of macromolecular synthesis, neural development and function, neural subsystems and physiologic operations, communication and coding in the nervous system, recognition and control at a molecular level, and selected aspects of molecular neurobiology. In addition, the students are required to attend Monday afternoon seminars from 4:00-6:00 p.m. which are part of the postdoctoral program in neurobiology. These sessions are given by postdoctoral students and cover subjects relevant to the biology of behavior and essential to an understanding of neurobiology.

At the termination of their laboratory experience, all students are required to submit a paper describing their work and accomplishments during the year. Students are encouraged to attend one meeting on a national level thought by their preceptors to be essential to their educational experience in the neurosciences. Terms: 1, 2, 3, 4. Weight: 9 units per term. *Directors: Roses and Appel*

VSP-201(B). Virology Study Program. The objective is to indicate the relevance of investigative virology to problems of clinical medicine and to provide an introduction to recent advances in virus research. The program will consist of:

1. Lectures and seminars. Students will take two courses consisting of lectures and seminars: MIC-304(B)—Basic Medical Virology and PTH-376(B)—Pathology of Viral Diseases. Topics to be discussed in Basic Medical Virology (2 hours per week) are: structure and replication of some of the major virus

groups as a basis for the understanding of viral pathogenesis: cellular and host responses to viral infections; immune responses to and the immunopathology of viral infections; DNA and RNA tumor viruses and their possible role in malignancy. In the Pathology of Virus Diseases (4 hours per week) emphasis will be placed on clinical, pathological, immunological and epidemiological relationships in viral diseases.

2. Other courses. Students in the program will have an option to take one additional relevant lecture course approved by the course directors.

3. Individual tutorial. During the remainder of the time each student will be supervised by a faculty member participating in the program in a study project. It is generally believed that it would be most beneficial for a student to carry out a laboratory research project. Lectures and seminars have been planned so that students can spend at least five to six hours each day in the laboratory. Cases in which the program directors approve of projects of a different nature, the student again would be supervised by one of the participating faculty members. In a study project of this kind, a student might be expected to take more than one additional relevant course. Terms: 1 and 2. Weight: 9 units per term. *Bigner, Bolognesi, Bonar, Cate, Daniels, Griffith, Hall, Harriman, Joklik, Katz, Lang, Levy, Metzgar, Nichols, Smith, Snyderman, Wilfert, and Zweerink*



School of Nursing



School of Nursing



The Nursing Programs

Bachelor of Science in Nursing. The School of Nursing offers a four-year course of study leading to the degree of Bachelor of Science in Nursing. Thirty-two courses including small-group learning experiences and twelve upper division required courses in nursing are necessary to complete the program.

The first two years of the curriculum consist of required courses and elective courses in liberal arts, basic sciences, or nursing. The third and fourth years consist of the required courses in the nursing major with provision for electives in the arts, sciences, or nursing. Opportunities are provided for students to undertake independent studies in nursing or other areas of interest.

Early in the junior year, students participate in clinical nursing practice where they acquire knowledge, skills, and attitudes appropriate for professional nursing. Provision for elective courses in every semester enables the student to pursue a secondary or complementary field of interest, including the opportunity to acquire a double major. Option to pursue electives in nursing provides the opportunity for each student to begin specialization in clinical nursing.

Graduates are eligible to apply for examination for licensure as Registered Nurses in any state. Additional information may be obtained by writing for the Duke University *Bulletin of Undergraduate Instruction*.

Master of Science in Nursing. The Master of Science in Nursing program prepares nurses to assume major leadership roles in the improvement of methods of delivery and the quality of health care of selected target populations in a chosen setting(s). The practice sites of students can encompass all stages and phases of health and illness as experienced by people as individuals, as members of families, and as members of other groups.

The faculty believes that graduate education best takes place in an environment which fosters a combination of wisdom and imagination and promotes curiosity and freedom to innovate, rather than one which is limited to the acquisition of knowledge and skills which are required for practice in the present.

The graduate of the program, regardless of the chosen area of clinical interest, will be expected to: (1) demonstrate expertise in a defined area of practice, (2) conduct inquiry into the nature of health and the practice of nursing, (3) employ strategic approaches to changing social systems for the improvement of health care, and (4) collaborate in the formulation of health policies and the delivery of health care.

The curricular plan emphasizes flexibility within a basic structure to best afford the realization of students' varying professional goals. Students concentrating on selected areas of nursing practice design the clinical component of the care courses in a manner suited to the achievement of their specified goals, but participate in seminars with student peers.

The program is three semesters in length for a full-time student and can be completed within one calendar year. Part-time study is available with the program completion expected within three years. Clinical facilities and learning resources in the Medical Center and surrounding community are varied and easily accessible.

Curriculum Plan. First semester: Research and Theory Development in Nursing I (4 units); A Systems Perspective for Nursing, Practice I (5 units); elective (3 units); elective (3 units). Second semester: Research and Theory Development in Nursing II (4 units); A Systems Perspective for Nursing Practice II (5 units); elective (3 units); elective or thesis (3 units). Third semester: clinical practicum (10 units); elective or thesis (3 units).

Electives may be nursing or non-nursing courses. A thesis option may be pursued in lieu of 6 units of electives.

Students completing the program will be awarded a Master of Science in Nursing degree and will be prepared to function as clinical specialists. For those seeking positions in teaching or administration, an additional semester of courses is available.

Admission Requirements. (1) Bachelor's degree with an upper division major in nursing from a National League of Nursing accredited program; (2) an undergraduate scholastic average of *B* or better; (3) introductory course in descriptive and inferential statistics; (4) registration as a professional nurse.

Dates for Application. An application with all supporting documents must be submitted by: July 1 for fall semester admission; November 15 for spring semester admission; March 15 for summer session admission.

Tuition and Financial Aid. Tuition is \$110 per unit. A number of National Institute of Mental Health and United States Public Health Service traineeships are available to qualified students for full-time study.



Allied Health Division



Allied Health Division



The Allied Health Programs

The health-services educational programs offered at the Duke University Medical Center that are neither medicine nor nursing are coordinated by the Division of Allied Health. Every effort is made to keep each of these allied health programs closely related to the Medical School departments whose fields they serve.

In recognition of the growing need for fully qualified teachers, and of the fact that Duke's facilities are limited as to the number of programs and students they will accommodate, increasing emphasis is being given to degree programs. The Bachelor of Health Science degree is now available to qualified students in the Physician's Associate Program, Medical Technology Program, and Pathology Assistant Program and has been authorized for additional programs as warranted. In qualifying for the B.H.S. degree the courses taken must meet the University's standards of quality, rigor, and relevance.

A number of Allied Health Programs are cosponsored by the adjacent Veterans Administration Hospital. The Veterans Administration has constructed and equipped a modern educational facility on its hospital grounds where a large portion of the classes for certain allied health programs are held.

Current University tuition is charged for the master's and bachelor's degree programs. Students enrolled in certificate courses are usually charged a token course fee. A nonrefundable registration fee is charged. Due to the spiraling cost of medical and allied health education, tuition or course fees may be changed without prior notice.

The major allied health programs are briefly described below. More information about individual programs is contained in the *Bulletin of Duke University, 1977-1978, Allied Health Division* and is available upon request. Inquiries regarding specific programs should be directed as indicated for each program; general inquiries relating to the total field of two or more programs should be addressed to Allied Health Education, Duke University Medical Center, Durham, N. C. 27710.

Bachelor of Health Science Degree Programs

Medical Technology. This two-year program provides both academic theory and instruction in the performance of laboratory procedures which yield patient data used in evaluating total health care. The curriculum is structured so that the student may apply his knowledge in the basic sciences toward a Bachelor of

Health Sciences (B.H.S.) degree in Medical Technology, in both the junior and senior years. Educational techniques, instrumentation, and supervision-management courses are included in the curriculum. Further information and application form requests should be directed to: Program Director, Medical Technology Program, Box 3712, Duke University Medical Center, Durham, N. C. 27710.

Pathology Assistant. The Pathology Assistant Program is designed to meet the growing need for trained personnel to assist the pathologist in the areas of clinical diagnosis and anatomical pathology. Upon completion of the program, the student will have acquired knowledge and skills that will permit him to fill an important role in the medical field. The pathologist is a physician and scientist whose primary functions are the study, research, and diagnosis of disease. He customarily has the responsibility for the direction of the clinical anatomical pathology and surgical pathology services in the hospital. Requests for further information and application forms should be directed to: Director, Pathology Assistant Program, Department of Pathology, Box 3712, Duke University Medical Center, Durham, N. C. 27710.

Physician's Associate. More than a decade ago clinicians at Duke University Medical Center, concerned with the application of new diagnostic and therapeutic procedures, found they could safely and effectively delegate many of their tasks to nonphysicians. The physician's associate possesses a broad understanding of medicine and health care. Students are chosen on the basis of their demonstrated commitment to providing health care, academic potential, and ability to communicate with patients. These innate strengths are developed during the two years of study. At the end of this time, the graduate physician's





associate is able to interrelate with patients to obtain a thorough history and physical examination, to record this information, and to present it clearly to a physician. In addition, physician's associates provide patient care services such as cast application and removal, wound suturing, dressing changes, after-hour laboratory studies, and assessing and monitoring the progress of ill patients. Duke University Medical Center awards the Bachelor of Health Science degree to those students who have the necessary number of undergraduate hours at the time of matriculation and a certificate to all students upon successful completion of the Physician's Associate Program. Requests for further information and application forms should be directed to: Director of Admissions, Physician's Associate Program, Box CHS 2914, Duke University Medical Center, Durham, N. C. 27710.

Master's Degree Programs

Health Administration. The profession of health administration emerged early in this century in response to the increasing demand for health services. Over the years several specific areas of health administration have been identified, most notably; public health administration, hospital administration, medical care organization, and comprehensive health planning. All of these require a common set of managerial skills and a broad knowledge of the health system and its environment. It has been estimated that the system requires approximately 60,000 individuals in positions involving health administration. In recognition of the complexity and importance of hospitals, Duke University established the first graduate program in the nation for the training of hospital administrators in 1930. Requests for further information and application forms should be directed to: Graduate School, Duke University, Durham, N. C. 27706.

Physical Therapy. The Master of Science degree program is designed to provide a broad foundation in the art and science of physical therapy and to provide opportunities for the development of skills in health administration and

supervision, curriculum development, and directed teaching in physical therapy, and in advanced clinical education or research. The program is approved by the Council on Medical Education of the American Medical Association in collaboration with the American Physical Therapy Association. Requests for applications and further information should be directed to: Director of Graduate Studies, Department of Physical Therapy, Box 3965, Duke University Medical Center, Durham, N. C. 27710.

Certificate Programs

Clinical Psychology Internship. The Division of Medical Psychology, in cooperation with the Division of Child Psychiatry, Highland Hospital and the Durham Veterans Administration Hospital, offers internship training in clinical psychology to qualified doctoral students. The program, approved by the American Psychological Association, provides experience in many contexts with a wide diversity of patients. Internship training emphasizes experience in the traditional activities of clinical psychologists: assessment, consultation, psychotherapy, and research. Those successfully completing the requirements for internship will be awarded a Duke University Medical Center certificate. Correspondence concerning admission to the program should be directed to: Director, Clinical Psychology Internship Program, Box 3812, Duke University Medical Center, Durham, N. C. 27710.

Cytotechnology. Progress in the early detection of cancer by the microscopic examination of smears of cell samplings, especially from the female genital tract, has resulted in the specialty of cytotechnology. The cytotechnologist deals with the technical and diagnostic aspects of exfoliative cytology. Graduates of the program are awarded a certificate and are eligible to take the certifying examinations given by the Registry of Medical Technologists of the American Society of Clinical Pathologists. Requests for further information and application forms should be directed to: Director, Cytotechnology Program, Department of Pathology, Box 3712, Duke University Medical Center, Durham, N. C. 27710.



Electrophysiologic Technology. In 1961, Duke University Medical Center began its formal program in electrophysiological technology as an expansion of the in-service training program begun in 1955 at the Durham Veterans Administration Hospital. Every year the laboratories in the Medical Center perform over 4,000 examinations including investigative procedures during brain surgery. Upon successful completion of this program, graduates are awarded a certificate and become eligible to take the certifying examination given by the American Board of Registration of Electroencephalographic Technologists. Requests for further information and application forms should be directed to: Director, Electrophysiologic Laboratory, Box 3838, Duke University Medical Center, Durham, N.C. 27710.

Health Administrators Management Improvement Program. The Health Administrators Management Improvement Program (HAMIP) is conducted by the Department of Health Administration at Duke University specifically to strengthen the management skills of practicing hospital administrators who have not completed formal university-based education in hospital administration. It is designed to allow the working administrator to acquire skills and knowledge for more effective management of the hospital with a minimum of time away from his job. A certificate is awarded for successful completion of the program. Forms may be obtained from Coordinator, Health Administrators Management Improvement Program, Box 3018, Duke University Medical Center, Durham, N. C. 27710.

Hospital and Clinical Pharmacy Residency. The Hospital and Clinical Pharmacy Residency is a twelve-month postbaccalaureate program conducted by the Department of Pharmacy. The residency is designed to give the graduate pharmacist experience in the administrative aspects of hospital pharmacy and to offer advanced training in clinical pharmacy practice. Management of modern drug dispensing systems, such as computerized unit dose drug distribution, an intravenous admixture program, and a hyperalimentation team and a radio-pharmacy laboratory is emphasized. Considerable experience in the patient-care setting is gained. Strengthening of leadership capabilities is stressed in the residency. Requests for further information and application forms should be directed to: Director, Department of Pharmacy, P. O. Box 3089, Duke University Medical Center, Durham, N. C. 27710.

Nuclear Medicine Technology. In the fall of 1967 the Division of Nuclear Medicine in the Department of Radiology of the Duke Medical Center began a full-year program in Nuclear Medicine Technology. This program is approved by the American Medical Association, and upon completion of studies the student is awarded a certificate and becomes eligible to take the ARRT and ASCP registry examinations in Nuclear Medicine Technology. Requests for further information and application forms should be directed to: Director, Nuclear Medicine Technology Program, Box 3166, Duke University Medical Center, Durham, N. C. 27710.

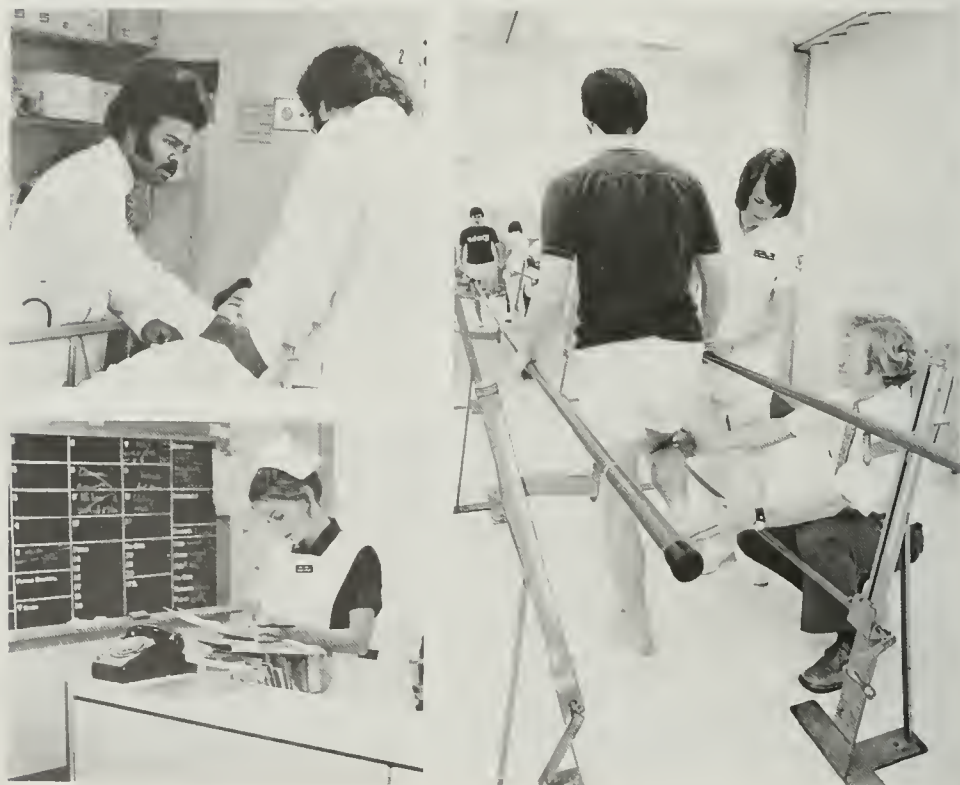
Nurse Anesthesiology. In 1931 Duke University Medical Center's Department of Anesthesiology established a program for registered nurses to further their study in anesthesiology. Students learn about the physiopharmacological effects of anesthesia and related drugs, the proper techniques for their administration, and the management of an entire treatment plan for patients requiring anesthesia. Upon successful completion of the required qualifying examination, graduates are eligible for membership in the American Association of Nurse Anesthetists. Requests for further information and application forms

should be directed to: Director, Nurse Anesthesiology Program, P. O. Box 3094, Duke University Medical Center, Durham, N. C. 27710.

Operating Room Technology. The Operating Room Technology Program is a year-long course which begins in September and teaches basic sciences including anatomy and physiology, as well as aseptic technique, history of surgery, instrument sterilization, and special techniques. All course work is coordinated by an instructor. During the clinical phase of training, students will be working directly with the surgical team scrubbing and circulating. Upon completion of the course a certificate is awarded.

Individuals wishing to enter the program must be eighteen years old, high school graduates or equivalent, and in good physical and mental health. Requests for further information and application forms should be directed to: Operating Room Technology Program, Box 3237, Duke University Medical Center, Durham, N. C. 27710.

Pastoral Care and Counseling. A graduate program in pastoral care and counseling is available to clergy of all religious groups. There are four program options: a single unit or clinical pastoral education, an internship, a residency, and a fellowship. All are designed to train ordained individuals who desire to specialize in pastoral care and counseling or to enhance their skills as parish clergy. Those who enroll in the program will be required to serve as chaplains or as pastoral counselors in the Medical Center or in the community of Durham. All program options are approved by the Association for Clinical Pastoral Education, Inc. Requests for application and further information about any of the programs should be directed to: Coordinator of Clergy Training, Box 3112, Duke University Medical Center, Durham, N. C. 27710.



Postgraduate Licensed Practical Nurse Program in Operating Room Technique. This is a one-year program which begins in March or April and teaches basic sciences including anatomy and physiology as well as aseptic technique, history of surgery, instrument sterilization, and special techniques. All course work is coordinated by an instructor. During the clinical phase of training, students will be working directly with the surgical team either scrubbing or circulating. Upon completion of the course, a certificate is awarded. Individuals wishing to enter the program must be Licensed Practical Nurses, should be between the ages of eighteen and forty-five, and in good physical and mental health. Requests for further information and application forms should be directed to: Licensed Practical Nurse Postgraduate Program, Box 3237, Operating Room, Duke University Medical Center, Durham, N. C. 27710.

Radiologic Technology Programs. The Duke University Medical Center and the Durham V.A. Hospital offer two radiologic technology programs: a twenty-four-month certificate training program and a twelve-month postgraduate advanced training program. Requests for further information regarding these programs should be directed to: Technical Director, Radiologic Technology Programs, P. O. Box 3108, Duke University Medical Center, Durham, N. C. 27710.

Respiratory Therapy. Respiratory therapy is one of the newest and fastest growing allied health specialties in the United States today, due to the increasing incidence of respiratory diseases in our society and the increasing complexity of the various modalities used in the treatment and diagnosis of these diseases. The respiratory therapist must be an expert in the therapeutic uses of such aids to the breathing process as medical gases, oxygen administering apparatus, humidity and aerosol devices, positive pressure ventilation, mechanical airways, and cardiopulmonary resuscitation. In September, 1970, the Duke University Medical Center and Durham Technical Institute initiated an associate degree program in respiratory therapy under the medical direction of the Department of Anesthesiology. It is accredited by the Council on Medical Education of the American Medical Association and approved by the North Carolina State Board of Education. At the completion of this program the student is awarded the Associate in Applied Science degree and is qualified to participate in the national registry examination. Requests for further information and application forms should be directed to: Education Coordinator, Respiratory Therapy, Box 3911, Duke University Medical Center, Durham, N. C. 27710, or Program Director, Respiratory Therapy Program, Durham Technical Institute, 1637 Lawson Street, P. O. Box 11307, East Durham Station, Durham, N. C. 27703.



Appendix

ROSTER OF HOUSE STAFF BY DEPARTMENTS

Anesthesiology

Chief Resident: H. René Fernandez, M.D. (Guadalajara, 1970).

Senior Residents: M. Marjorie Brady, M.D. (Medical School of Goa, India, 1960); Curtis W. Caine, M.D. (Mississippi, 1970); Hugh S. Thompson, M.D. (Med. Coll. of South Carolina, 1973).

Junior Residents: Scott A. Bertrand, M.D. (Baylor, 1973); Enrico Camporesi, M.D. (Univ. of Milan, Italy, 1970); Farid Dakermadjji, M.D. (Aleppo, Syria, 1973); Ann Groce, M.D. (North Carolina at Chapel Hill, 1972); Donald A. Mundy, M.D. (Univ. of Alberta, 1967).

Medicine

Chief Residents: Douglas G. Kelling, M.D. (Harvard, 1972); Joseph R. McClellan, M.D. (Georgetown, 1972).

Senior Residents: Ben P. Bradenham, M.D. (Jefferson, 1973); F. Farrell Collins, M.D. (Vermont, 1972); Paul T. Forth, M.D. (Duke, 1970); Gary P. Hansen, M.D. (Pennsylvania, 1973); Robert E. Hickman, M.D. (Harvard, 1971); Michael C. Hindman, M.D. (Illinois, 1973); Russel E. Kaufman, M.D. (Ohio, 1973); James R. Kelly, M.D. (Duke, 1970); Len B. Lastinger, M.D. (Emory, 1970); James E. Nidel, M.D. (Miami, 1973); William T. Rowe, M.D. (North Carolina at Chapel Hill, 1969); Richard L. Rutherford, M.D. (Duke, 1971).

Junior Residents: R. Christopher Agner, M.D. (Duke, 1974); Neil Aronin, M.D. (Pennsylvania, 1974); Robert M. Ball, M.D. (Duke, 1974); William R. Berry, M.D. (Duke, 1973); Ralph G. Corey, M.D. (Baylor, 1973); James D. Crapo, M.D. (Rochester, 1971); Jeffrey Crawford, M.D. (Ohio, 1974); George Eisenbarth, M.D. (Duke, 1974); John R. Feussner, M.D. (Vermont, 1973); David G. Harrison, M.D. (Oklahoma, 1974); David A. Hester, M.D. (Oklahoma, 1973); James F. Keel, M.D. (Duke, 1974); Mark Leshin, M.D. (Washington, 1974); Robert M. Lester, M.D. (Duke, 1973); Eugene W. Linfors, M.D. (Duke, 1971); Gale McCarty, M.D. (Duke, 1974); William H. McClanahan, M.D. (Vanderbilt, 1974); John W. McKeown, M.D. (Tennessee, 1973); J. Frederick McNeer, M.D. (Duke, 1972); Donald F. Nortman, M.D. (Harvard, 1972); Stuart H. Packer, M.D. (State Univ. of New York-Downstate Med. Center, 1974); Thomas E. Parker, M.D. (Ohio, 1974); Charles M. Rhodes, M.D. (Cornell, 1974); Garrett L. Rogers, M.D. (Houston, 1973); David M. Rosenberg, M.D. (Western Reserve, 1974); John B. Simpson, M.D. (Duke, 1973); John W. Starr, M.D. (Duke, 1972); Robert D. Stewart, M.D. (West Virginia, 1974); Edward W. Stool, M.D. (Tulane, 1970); Judith L. Swain, M.D. (California at San Diego, 1974); Victoria L. Szatlowicz, M.D. (Oklahoma, 1974); Charlotte A. Thompson, M.D. (Duke, 1973); Eddie M. Williams, M.D. (Duke, 1974); Peter W. Wilson, M.D. (Texas at San Antonio, 1974); Robert T. Witty, M.D. (Miami, 1972); James E. Wortman, M.D. (Northwestern, 1974); Richard A. Wright, M.D. (Pittsburgh, 1974).

Interns: Jeffrey M. Ambinder, M.D. (New York, 1975); Clifford G. Andrew, M.D. (Duke, 1975); Louise B. Andrew, M.D. (Duke, 1974); Matthew J. Becker, M.D. (Duke, 1974); Albert O. Davies, M.D. (Utah, 1975); Michael C. Dillon, M.D. (Kentucky, 1975); Anthony C. Fouts, M.D. (Duke, 1974); Richard A. Goldstein, M.D. (Pennsylvania at Hershey, 1975); David C. Grulke, M.D. (Duke, 1975); David S. Hess, M.D. (Duke, 1974); John A. Hoekstra, M.D. (Illinois, 1975); Michael J. Holtzman, M.D. (Northwestern, 1975); Norman P. Hudson, M.D. (Illinois, 1975); Keith Hull, M.D. (Duke, 1975); Roy B. Jones, M.D. (Duke, 1975); Eurgia C. Land, M.D. (Howard, 1975); Steven E. Laskin, M.D. (New York, 1975); Stephen C. Lloyd, M.D. (Duke, 1974); Louis J. McNabb, M.D. (Illinois, 1975); James M. Mitchell, M.D. (Duke, 1975); Arthur B. Morgan, M.D. (Baylor, 1975); Walter J. Newman, M.D. (Duke, 1975); Sebastian T. Palmeri, M.D. (Georgetown, 1975); Frank S. Pancotto, M.D. (Chicago Medical School, 1975); Kathryn A. Peroutka, M.D. (Maryland, 1975); William J. Powers, M.D. (Cornell, 1975); Steven P. Preston, M.D. (Miami, 1975); David L. Richardson, M.D. (Duke, 1974); Walter M. Richter, M.D. (Pennsylvania, 1975); David B. Rubin, M.D. (Rush, 1975); Lewis J. Rubin, M.D. (Albert Einstein, 1975); Barbara Scherokman, M.D. (Medical Coll. of Georgia, 1975); Edward S. Schulman, M.D. (Jefferson Med. Coll., 1975); David E. Schwartz, M.D. (Albert Einstein, 1975); William V. Singletary, M.D. (Duke, 1975); Dennis W. Smith, M.D. (Medical Coll. of Virginia, 1975); Raymond J. Toher, M.D. (Duke, 1974); James G. Wilson, M.D. (Mississippi, 1975); Philip B. Woodhall, M.D. (Duke, 1972).

Fellows: Wayne Alexander, M.D. (Duke, 1969); Edward Baptist, Ph.D. (Massachusetts Inst. of Tech., 1973); Thomas M. Bashore, M.D. (Ohio, 1972); David G. Benditt, M.D. (Manitoba, 1972); James Boyle, M.D. (Rochester, 1969); John M. Burks, M.D. (Columbia, 1970); William Byrd, M.D. (University of North Carolina at Chapel Hill, 1970); Calvert R. Busch, M.D. (Medical Coll. of Wis-

consin, 1969); David S. Caldwell, M.D. (Bowman Gray, 1971); Ronald Campbell, M.D. (Edinburgh, 1969); Barbara Chang, M.D. (Albert Einstein, 1973); Martin J. Conley, M.D. (Duke, 1973); John H. Dixon, M.D. (Vanderbilt, 1973); Mark N. Feinglos, M.D. (McGill, 1973); Larry J. Fretto, Ph.D. (California at Los Angeles, 1972); Robert D. Fusco, M.D. (Pittsburgh, 1973); Edward George, M.D. (Miami, 1971); Brian Gilbert, M.D. (Toronto, 1971); Lowrie Glasgow, M.D. (Virginia, 1972); George A. Glaubiger, M.D. (New York Univ., 1970); Larry S. Green, M.D. (Utah, 1973); Stuart Grefrath, Ph.D. (Duke, 1974); Thomas W. Hauch, M.D. (Northwestern, 1974); Melvin L. Haysman, M.D. (Med. Coll., of Georgia, 1971); Robert G. Irwin, M.D. (South Carolina, 1971); Bruce R. Kaden, M.D. (Illinois, 1972); Khalil Kariman, M.D. (Meshed Med. School, 1969); Joel Kovarsky, M.D. (Iowa, 1972); David Kreger, M.D. (Virginia, 1972); Roger J. Kurlander, M.D. (Chicago, 1971); Robert V. Lamb, M.D. (Duke, 1975); David J. Lebowhl, M.D. (Harvard, 1971); William M. Leppe, M.D. (Pennsylvania, 1972); Kenneth A. Lindberg, Ph.D. (Pittsburgh, 1971); James Mabry, M.D. (Vanderbilt, 1970); William H. Matthews, Ph.D. (Duke, 1972); Kenneth S. McCarty, M.D. (Duke, 1972); Frank A. McGrew, M.D. (Western Reserve, 1970); William F. McGuffin, M.D. (Duke, 1970); Brant S. Mittler, M.D. (Duke, 1972); Joseph Moore, M.D. (Johns Hopkins, 1970); Sakti P. Mukherjee, Ph.D. (Calcutta Univ., 1965); Michael L. Nash, M.D. (Duke, 1971); Peter M. Nichol, M.D. (Ontario, 1970); William Oelrich, M.D. (Duke, 1972); Lawrence S. Peters, M.D. (New York, 1972); James L. Pool, M.D. (Oklahoma, 1972); Steven Port, M.D. (Mt. Sinai, 1972); Phillip W. Poth, M.D. (Tulane, 1972); Edward Pritchett, M.D. (Ohio, 1971); John R. Rice, M.D. (Miami, 1968); Frank Rivas, M.D. (Central Univ., Venezuela, 1964); Stuart Robinson, M.D. (Duke, 1973); James K. Roche, M.D. (Pennsylvania, 1969); Mary C. Rose, Ph.D. (Case Western Reserve, 1970); Saura C. Sahu, Ph.D. (Pittsburgh, 1971); Daniel C. Scullin, M.D. (Ohio, 1970); Burton V. Silverstein, M.D. (Pennsylvania, 1970); Peter Smith, Ph.D. (Tennessee, 1973); James Sodetz, Ph.D. (Notre Dame, 1975); William R. Somers, M.D. (Duke, 1970); Henry W. Spencer, Ph.D. (North Dakota, 1974); William W. Stead, M.D. (Duke, 1973); Charles Stuart, M.D. (State University of New York, 1971); Albert S. Sun, M.D. (National Taiwan Univ., 1965); Mary E. Switzer, Ph.D. (Illinois, 1973); Stephen R. Turner, Ph.D. (Duke, 1971); Robert K. Webb, M.D. (West Virginia, 1967); Thomas L. Wenger, M.D. (Boston, 1971).

DIVISION OF NEUROLOGY

Howard Derman, M.D. (Rush Med. Coll., 1974); Stanton Elias, M.D. (Pittsburgh, 1972); S. Mitchell Freedman, M.D. (Pennsylvania, 1972); Geoffrey B. Hartwig, M.D. (Duke, 1972); Anthony Jackson, M.D. (Yale, 1972); James M. Love, M.D. (Duke, 1972); Charles McClure, M.D. (Duke, 1972); Patricia Moore, M.D. (Medical Coll. of Pennsylvania, 1973); Alan M. Nadel, M.D. (Pittsburgh, 1968); Warren Strittmatter, M.D. (Duke, 1973); Jerome W. Tomc, M.D. (Marquette, 1967); Michael V. Yancey, M.D. (Duke, 1974).

DIVISION OF DERMATOLOGY

Edgar D. Allen, M.D. (Utah, 1972); Frederick Berhinger, M.D. (Duke, 1971); Mary Greist, M.D. (Indiana 1973); Bertram Kaplan, M.D. (Jefferson, 1974); Stanley B. Levy, M.D. (Georgetown, 1974); Manfred Rothstein, M.D. (Duke, 1971); W. Harrison Turner, M.D. (Virginia, 1968).

Family Medicine

Chief Residents: Gregory V. Solovieff, M.D. (Duke, 1973); Stephen B. Thacker, M.D. (Mount Sinai, 1973).

Residents: Arthur Travis Abbott, M.D. (Harvard, 1971); Leandro C. Area, M.D. (Duke, 1975); Andrew A. Bonin, M.D. (Duke, 1975); Charles F. Colby, M.D. (New York Med. Coll., 1975); Joyce A. Copeland, M.D. (North Carolina at Chapel Hill, 1975); Christina S. de la Torre, M.D. (Buenos Aires State, Argentina, 1972); Hubert A. Derby, M.D. (Tufts, 1975); Victor Alberto Diaz-Avvocato, M.D. (Universidad de Nuevo Leon, Mexico, 1972); John C. Dickinson, M.D. (Columbia, 1975); Philip T. Drew, M.D. (Albany, 1974); David F. Elliott, M.D. (Miami, 1974); Eugene R. Ford, M.D. (Meharry, 1974); Stephen W. Friedman, M.D. (Tulane, 1972); Timothy W. Greist, M.D. (Indiana, 1973); Ellen B. Hartmann, M.D. (Ohio State, 1975); Mary C. Hilton, M.D. (Maryland, 1974); Lane E. Jennings, M.D. (Miami, 1975); Richard G. Joslin, M.D. (Virginia, 1974); Christopher L. Krogh, M.D. (Wisconsin, 1974); Lance H. Lang, M.D. (Connecticut, 1975); Gary W. Lamphere, M.D. (Rochester, 1971); Robert H. McConville, M.D. (Indiana, 1972); Albert A. Meyer, M.D. (New York, Downstate Med. Center, 1975); Calvin J. Reams, M.D. (Miami, 1975); William M. Schmitt, M.D. (Loyola, 1970); Francis P. Singer, M.D. (Duke, 1975); Richard E. Stutt, M.D. (Vermont, 1972); Walter R. Tucker, M.D. (North Carolina at Chapel Hill, 1974).

Obstetrics and Gynecology

Chief Residents: John M. Gilkey, Jr., M.D. (North Carolina at Chapel Hill, 1972); Arthur F. Haney, M.D. (Arizona Med. Coll., 1972); John A. Rock, M.D. (Louisiana State, 1972); Mona M. Shangold, M.D. (Duke, 1972); Clifton C. Wheeler, M.D. (Duke, 1972).

Assistant Residents: Elizabeth R. Baker, M.D. (Duke, 1975); Daniel L. Clarke-Pearson, M.D. (Case Western Reserve, 1975); Linda A. Clayton, M.D. (Duke, 1975); John H. Dorminy III, M.D. (Duke, 1974); Richard V. Forth, M.D. (Duke, 1975); Henry F. Gober, Jr., M.D. (Duke, 1975); James E. Graham, M.D. (North Carolina at Chapel Hill, 1974); Arnold S. Grandis, M.D. (Duke, 1974); Mary G. Hammond, M.D. (Florida, 1974); Peter D. Lawrason, M.D. (Duke, 1973); David E. Miller, M.D. (Duke, 1974); Joseph M. Miller, Jr., M.D. (Duke, 1973); David A. Nagey, M.D. (Duke, 1975); S. Malone Parham, M.D. (North Carolina at Chapel Hill, 1973); Steven M. Scott, M.D. (Indiana, 1974); Robert J. Stillman, M.D. (Georgetown, 1973); Thomas N. Suci, M.D. (North Carolina at Chapel Hill, 1973); L. Joseph Swaim, Jr., M.D. (North Carolina at Chapel Hill, 1973); Christopher J. Wilson, M.D. (Baylor Med. Coll., 1973).

Faculty Fellows: Steven R. Fore, M.D. (Bowman Gray, 1968); Herbert Schmidt, M.D. (Missouri, 1959); Gary W. Sheldon, M.D. (St. Louis Univ., 1971); Selman I. Welt, M.D. (North Carolina at Chapel Hill, 1972).

Ophthalmology

Chief Residents on rotating basis.

Residents: H. Randolph Frank, M.D. (Alabama, 1969); Randal J. Williams, M.D. (Duke, 1968); Gary N. Foulks (Columbia, 1970).

Assistant Residents: Charles L. Baltimore, Jr., M.D. (Virginia, 1969); Robert P. Belihar, M.D. (Utah, 1969); Michael Bradbury, M.D. (Georgetown, 1973); L. F. Cashwell, Jr., M.D. (North Carolina at Chapel Hill, 1972); Winston T. Cope (Florida, 1972); Edwin H. Donnelly, M.D. (Michigan, 1974); David H. Fischer, M.D. (Temple, 1974); J. Richard Marion III, M.D. (Duke, 1973); Carl D. Obenauf, M.D. (Ohio State, 1974); Harold E. Shaw, M.D. (South Carolina, 1973); John R. Sonntag, M.D. (Temple, 1974).

Pathology

Residents: C. Bruce Alexander, M.D. (Virginia, 1971); John A. Blackmon, M.D. (Alabama, 1974); James A. Boylston, M.D. (Duke, 1969); Steven J. Bredehoeft, M.D. (Kansas, 1973); Dana D. Cope-land, M.D. (Duke, 1972); Richard M. Draffin, M.D. (Duke, 1975); Robert Farnham, M.D. (Pennsylvania, 1973); Marc R. Filstein, M.D. (Mount Sinai, 1975); James R. Gavin III, M.D. (Duke, 1975); Ph.D. (Emory, 1970); Stephen A. Goscin, M.D. (Duke, 1974); Ph.D. (Duke, 1973); William F. Hamilton, M.D. (Univ. of Miami, 1975); Elizabeth Kamenar, M.D. (Ohio State, 1975); Barbara J. Kehne, M.D. (Duke, 1975); William A. Lamb, M.D. (Chicago); Paul R. Lambert, M.D. (Duke, 1975); William C. Pfister, M.D. (Duke, 1975); Jared N. Schwartz, M.D. (Duke, 1973), Ph.D. (Duke, 1975); Paul J. Sides, M.D. (Duke, 1974), Ph.D. (Duke, 1974); John Spahr, M.D. (Hershey, 1975); Sigmund Tannenbaum, M.D. (Duke, 1975); Stephen W. Unger, M.D. (Duke, 1975); Robert S. Waite, M.D. (Duke, 1975); Philip S. Weinstein, (Duke, 1975); Brett H. Woodard (Tulane, 1974); Richard J. Zaino, M.D. (Duke, 1975).

Fellows: John E. Grauerholz, M.D. (Duke, 1973); Raymond Ideker, M.D. (Tennessee, 1974), Ph.D. (Tennessee, 1972).

Pediatrics

Third Year Supervisory and Subspecialty Residents: Richard E. Carroll, M.D. (Albany, 1973); Robert D. Chessin, M.D. (Johns Hopkins, 1973); Dennis A. Clements, M.D. (Rochester, 1973); Jeffrey Davis, M.D. (Pritzker, 1971); Ruffin Franklin, M.D. (North Carolina at Chapel Hill, 1973); David Fuller, M.D. (Washington Univ., 1973); Michael Nathan, M.D. (Duke, 1973); Gary Spector, M.D. (Michigan, 1973).

Second Year Residents: Brenda Armstrong, M.D. (St. Louis, 1974); Richard David, M.D. (Duke, 1974); LaDell Douglas, M.D. (Georgetown, 1974); Jean Findlay, M.D. (Aberdeen, Scotland, 1970);

Tim Garson, M.D. (Duke, 1974); Phyllis Leppert, M.D. (Duke, 1974); Michael Meyer, M.D. (Emory, 1974); Denise Nagel, M.D. (Dartmouth, 1974); William Terry, M.D. (Columbia, 1974); Beverly Wittkopp, M.D. (Wisconsin, 1974).

First Year Residents: Rebecca Byrd, M.D. (Virginia, 1975); Edward A. Fisher, M.D. (New York Univ., 1975); Charles E. French, M.D. (Univ. of Washington, 1975); Victor F. German, M.D. (Pritzker, 1975); Ph.D. (Illinois, 1963); Dorothy A. Hansen, M.D. (Duke, 1975); Steven H. Klein, M.D. (Western Reserve, 1975); Merrily M. Poth, M.D. (Tulane, 1975); John D. Snyder, M.D. (California at Los Angeles, 1975); David F. Wender, M.D. (Dartmouth, 1975); James A. Wright, Jr., M.D. (Alabama, 1975).

Fellows: Gary Becker, M.D. (Johns Hopkins, 1966); Jane E. Brazy, M.D. (Washington Univ., 1972); Rosalind Coleman, M.D. (Western Reserve, 1969); Avraham Golander, M.D. (Hebrew Univ., 1969); Roberta S. Gray, M.D. (North Carolina at Chapel Hill, 1972); Mark Horton, M.D. (St. Louis, 1972); Darrell Lewis, M.D. (Minnesota, 1969); John O'Bell, M.D. (Western Reserve, 1969); Dennis Ownby, M.D. (Med. Coll. Ohio, 1972); S. Ozden Sanal, M.D. (Ankara, Turkey, 1968); Janet Silverstein, M.D. (Pennsylvania, 1970); Lawrence Skolnick, M.D. (New York Univ., 1972); Theodore Sunder, M.D. (Jefferson, 1972); Thomas Tiller, M.D. (Med. Coll. South Carolina, 1963); James Waller, M.D. (Pritzker, 1970).

Psychiatry

Chief Resident: Allen R. Dyer, M.D. (Duke, 1972).

Residents: Robert S. Benson, M.D. (Emory, 1968); Ivy R. Boyle, M.D. (Rochester School of Med., 1968); Ernest R. Braasch, M.D. (New York Univ., Downstate Med. Center, 1971); Ingrid J. Brantley, M.D. (Duke, 1973); James A. Buckingham, M.D. (Baylor Coll. of Med., 1975); Nancy T. Butts, M.D. (Duke, 1972); Sam Castellani, M.D. (Wayne State, 1969); Richard F. Dalton, M.D. (Louisiana State, 1975); Richard A. Fields, M.D. (Duke, 1975); Paula K. Fischer, M.D. (Med. Coll. of Pennsylvania, 1974); Randal D. France, M.D. (Texas Med. Branch at Galveston, 1973); Bruce D. Gutnik, M.D. (Missouri, 1972); Clifford R. Jacobson, M.D. (Pennsylvania, 1975); Joseph W. Keyser, M.D. (New Jersey Coll. of Med. and Dent., 1975); David B. Larson, M.D. (Temple 1973); Bennett L. Leventhal, M.D. (Louisiana State, 1974); Frank B. Miller, M.D. (Michigan, 1974); Robert D. Miller, M.D. (Duke, 1973); Randall J. Moskovitz, M.D. (Boston, 1975); Donald T. Neblett, M.D. (Tennessee at Memphis, 1958); Michael A. Petty, M.D. (Michigan, 1974); Ronald M. Podell, M.D. (Mt. Sinai, 1971); Daphne A. Rosenblitt, M.D. (Duke, 1973); Donald L. Rosenblitt, M.D. (Duke, 1973); James C. Sikes, M.D. (Med. Coll. of Georgia, 1971); Jean C. Spaulding, M.D. (Duke, 1972); Thomas N. Stephenson, M.D. (Michigan, 1972); Robert N. Stevenson, M.D. (Univ. of Texas at San Antonio, 1975); Joseph M. Strayhorn, Jr., M.D. (Northwestern, 1974); John M. Talmadge, M.D. (Duke, 1973); Ronald J. Taska, M.D. (Baylor Coll. of Med., 1973); Ervin M. Thompson, Jr., M.D. (Vanderbilt, 1972); John I. Walker, M.D. (Texas Med. Branch at Galveston, 1970); William W. Weddington, Jr., M.D. (Emory, 1970); Stephen J. Weiler, M.D. (Ohio State, 1973); James R. Weiss, M.D. (Louisiana State, 1973); Robert E. Winton, M.D. (Vanderbilt, 1972); George F. Wittkopp, M.D. (Wisconsin, 1970).

Radiology

Chief Resident: Kenneth I. Bird, Jr, M.D. (Temple, 1968).

Residents: Collins Baber, M.D. (Duke, 1973); Margaret Bertrand, M.D. (Baylor, 1974); Brent Brandon, M.D. (Georgetown, 1973); Joel Carter, M.D. (Tennessee, 1973); William M. Clark, M.D. (Harvard, 1971); Denise Duff, M.D. (Vermont, 1974); Saleh Fetouh, M.D., Ph.D. (North Carolina at Chapel Hill, 1972); William L. Foster, Jr., M.D. (Duke, 1973); Thomas M. Jamison, M.D. (Indiana, 1972); Michael Johnson, M.D. (Colorado, 1972); Dan Kramer, M.D. (Virginia, 1970); Richard H. Laib, M.D. (Cincinnati, 1971); Chung Lee, M.D. (Coll. of Med., Korea Univ., 1963); Joseph P. Miller, M.D. (Duke, 1970); Michael D. Miller, M.D. (Duke, 1974); Carlisle L. Morgan, M.D. (Miami, 1972); Michael Moses, M.D. (Emory, 1970); Patrick Moulton, M.D. (Tennessee, 1968); Terrence Oddson, M.D. (South West Texas, 1969); Barry Powers, M.D. (New York Univ., 1975); Randall Preissig, M.D. (Tennessee, 1971); Mitchell S. Reese, M.D. (Emory, 1972); Eric R. Rosenberg, M.D. (New York, 1975); Randall K. Sather, M.D. (Georgia, 1969); Robert Scruggs, M.D. (Tennessee, 1969); Dale R. Shaw, M.D. (Duke, 1973); Stuart Souders, M.D. (Nebraska, 1968); Grady C. Stewart, Jr., M.D. (Alabama, 1973); Daniel E. Stump, M.D. (Ohio State, 1969); Michael D. Weaver, M.D. (Tennessee, 1968).

Surgery

DIVISION OF GENERAL AND THORACIC SURGERY

Instructors and Teaching Scholars: Fred A. Crawford, Jr., M.D. (Duke, 1967); M. Wayne Flye, M.D. (North Carolina at Chapel Hill, 1967); John W. Yarborough, M.D. (Bowman Gray, 1967).

Instructors and Chief Residents: Robert P. Barnes, M.D. (Duke, 1971); Kent W. Jones, M.D. (Utah, 1969) Roger C. Millar, M.D. (Utah, 1969); Lewis H. Stocks III, M.D. (Marquette, 1971).

Fellows: Ralph R. Bollinger, M.D. (Tulane, 1970); Ralph M. Bolman III, M.D. (St. Louis, 1973); Thomas M. Daniel, M.D. (Virginia, 1964); Charles H. Edwards II, M.D. (North Carolina at Chapel Hill, 1973); Darrow E. Haagensen, M.D. (Columbia, 1974); John W. Hammon, Jr., M.D. (Tulane, 1968); Walter D. Holder, Jr., M.D. (North Carolina at Chapel Hill, 1970); Walter Robins Howe, M.D. (Yale, 1971); Leonard H. Kleinman, M.D. (New York, 1970); James E. Lowe, M.D. (California at Los Angeles, 1973); Thomas H. Marsicano, M.D. (Ohio State, 1973); Jon F. Moran, M.D. (Washington, 1973); Jeffrey A. Norton, M.D. (State Univ. of New York-Upstate Med. Center, 1973); James S. Rankin, M.D. (Tennessee, 1969).

Senior Assistant Residents: John Charles Alexander, Jr., M.D. (Duke, 1968); Michael Joseph Andrews, Jr., M.D. (Duke, 1972); George L. Austin, M.D. (Maryland, 1970); William R. Beltz, M.D. (Illinois, 1970); Jimmy L. Cox, M.D. (Tennessee, 1967); William C. DeVries, M.D. (Utah, 1970); Gregory S. Georgiade, M.D. (Duke, 1973); John P. Grant, M.D. (Chicago, 1969); Richard O. Gregory, M.D. (Indiana, 1971); Lynn H. Harrison, Jr., M.D. (Oklahoma, 1970); Stephen A. Mills, M.D. (McGill, 1961); Richard A. Perryman, M.D. (St. Mary's Hosp. Med. School, 1967); Norman Alan Silverman, M.D. (Boston Univ., 1971); W. Steves Ring, M.D. (Harvard, 1971); David K. Wellman, M.D. (Duke, 1972).

Assistant Residents: L. George Alexander, Jr., M.D. (Duke, 1973); Hendrick Arnold, M.D. (Tulane, 1971); Erle H. Austin III, M.D. (Harvard, 1974); Richard F. Black, M.D. (Utah, 1974); Joseph B. Boyd, M.D. (Miami, 1974); Charles B. Brendler, M.D. (Virginia, 1974); Alfred E. Chang, M.D. (Harvard, 1974); Walter R. Chitwood, Jr., M.D. (Virginia, 1974); Arthur J. Crumbley III, M.D. (Washington, 1974) Richard D. Goldner, M.D. (Duke, 1974); Ronald C. Hill, M.D. (West Virginia, 1974); Craig Hinman, M.D. (Washington, 1973); Richard A. Hopkins, M.D. (Duke, 1974); Donald N. Kapsch, M.D. (Duke, 1974); Richard M. Larson, M.D. (Duke, 1974); Charles Lee, M.D. (Kansas, 1973); Martin E. Levin, M.D. (Maryland, 1972); William M. Linehan, M.D. (Oklahoma, 1974); Richard L. McCann, M.D. (Cornell, 1974); Stephen K. Rerych, M.D. (Columbia, 1974); Peter M. Scholz, M.D. (Basel, 1974); Worthington G. Schenk, M.D. (Duke, 1974); Frederick Warren, M.D. (Arkansas, 1971).

First Year Residents: Stanley L. Alexander, M.D. (Ohio, 1975); Dennis E. Bullard, M.D. (St. Louis, 1975); Charles E. Cox, M.D. (Utah, 1975); John B. Fortune, M.D. (Duke, 1975); Laurence D. Hutchinson, M.D. (Washington Univ., 1975); J. Dirk Iglehart, M.D. (Harvard, 1975); Stephen A. Kramer, M.D. (Tulane, 1975); H. Michael Lewis, M.D. (Ohio, 1975); Gary K. Lofland, M.D. (Boston Univ., 1975); Vassyl A. Lonchyna, M.D. (Wayne State, 1975); Ronald K. McLearn, M.D. (Ohio, 1975); William C. Meyers, M.D. (Columbia, 1975); John B. Mullen, M.D. (Illinois, 1975); Ronald J. Neimkin, M.D. (Cornell, 1975); Arthur J. Ross, M.D. (Case Western Reserve, 1975); James D. Sink, M.D. (Bowman Gray, 1975); Philip J. Walther, M.D. (Duke, 1975); Robert L. R. Wesly, M.D. (Duke, 1975).

DIVISION OF NEUROSURGERY

Instructors and Chief Residents: John R. Leonard III, M.D. (North Carolina, 1970); David S. Zorub, M.D. (Tulane, 1970).

Fellows: Ronald E. Woosley, M.D. (Kentucky, 1968); Walter J. Oakes, M.D. (Duke, 1972).

Assistant Residents: Charles C. Duncan, Jr., M.D. (Duke, 1972); Allan H. Friedman, M.D. (Illinois, 1974); James Fulghum III, M.D. (North Carolina at Chapel Hill, 1971); Roger H. Ostdahl, M.D. (Duke, 1973).

DIVISION OF ORAL SURGERY

Instructor and Chief Resident: Dewey G. Carter, D.D.S. (North Carolina at Chapel Hill, 1968).

Assistant Residents: John M. Kroe, D.D.S. (Maryland, 1971); William C. Rabe, D.M.D. (Pennsylvania, 1973).

DIVISION OF ORTHOPAEDIC SURGERY

Instructors and Chief Residents: Robert S. Adelaar, M.D. (Pennsylvania, 1970); J. Ollie Edmunds, M.D. (Florida, 1967); Forney Hutchinson, M.D. (Duke, 1968); Mitchel C. Newman, M.D. (Louisville, 1968); Gary Poehling, M.D. (Marquette, 1968); Robert J. Ruderman, M.D. (Rochester, 1968); John W. Shaffer, M.D. (Maryland, 1969); Jan Stasikowski, M.D. (Duke, 1968); Robert E. Stein, M.D. (State Univ. of New York, Downstate Med. Center, 1967); Charles V. Taft, M.D. (Duke, 1968); Alex Verhoogen, M.D. (California at Irvine, 1968); Kenneth E. Wood, M.D. (Florida, 1970).

Assistant Residents: John Beck, M.D. (Pittsburgh, 1970); David Hall Bristow, M.D. (Med. College of Virginia, 1971); James David Dalton, M.D. (Duke, 1971); Howard F. David, Jr., M.D. (Louisiana, 1970); Alan David Dubelman, M.D. (California, 1974); Andre Egelesky, Jr., M.D. (Tufts, 1967); William G. Goodman, M.D. (Duke, 1972); Frank B. Gray, M.D. (North Carolina at Chapel Hill, 1969); William T. Hardaker, Jr., M.D. (Duke, 1973); David P. Hughes, M.D. (Jefferson, 1972); Louis A. Koman, M.D. (Duke, 1974); Jonathan Kurtis, M.D. (Einstein, 1972); Thomas J. Limbird, M.D. (Duke, 1973); Thomas Loeb, M.D. (Louisville, 1972); John D. Lucey, M.D. (Hahnemann, 1970); William G. Moorefield, M.D. (Duke, 1969); Thomas P. Niller, M.D. (Loyola-Stritch, 1971); James Albert Nunley II, M.D. (Tulane, 1973); John Rendall III, M.D. (Duke, 1972); James R. Schwartz, M.D. (Johns Hopkins, 1971); Terry L. Whipple, M.D. (Virginia, 1971); Lee Whitehurst, M.D. (North Carolina at Chapel Hill, 1972).

DIVISION OF OTOLARYNGOLOGY

Instructors and Chief Residents: Kenneth A. Johnson, M.D. (Iowa, 1969); Willard Thompson, M.D. (Med. Coll. of Virginia, 1969).

Assistant Residents: Peter G. Chikes, M.D. (North Carolina at Chapel Hill, 1972); Edward Drawbaugh, M.D. (Duke, 1973); Randall G. Michel, M.D. (Duke, 1971); Jacob Tasher, M.D. (University of Tel Aviv, Israel, 1971); Robert W. Wilson, M.D. (Med. Univ. of South Carolina, 1972).

DIVISION OF PLASTIC AND MAXILLOFACIAL SURGERY

Instructors and Chief Residents: William Hyland, M.D. (Boston, 1966); Verne Lanier, M.D. (Vanderbilt, 1966); Philip G. Prioleau, M.D. (South Carolina, 1967); C. Lynwood Puckett, M.D. (Bowman Gray, 1966).

Assistant Residents: Kenna S. Given, M.D. (Duke, 1964); Carl G. Quillen, M.D. (Maryland, 1968); J. Connell Shearin, M.D. (Pennsylvania, 1968); David Smith, M.D. (Duke, 1966); Alexander C. Stratoudakis, M.D. (Univ. of Athens, Greece, 1969); Alfreda Villarreal, M.D. (de Nuevo Leon, Mexico, 1965).

DIVISION OF UROLOGIC SURGERY

Instructors and Chief Residents: David L. Dalton, M.D. (Tennessee, 1969); George P. Hemstreet III, M.D. (Hahnemann, 1968); Charles M. Lindsey, M.D. (Tulane, 1968); Edward M. Mullin, M.D. (Columbia, New York, 1968); Jeff Wacksman, M.D. (Cincinnati, 1970).

Fellow: Yoshizo Nakagami, M.D. (Nippon Med. School, Saigon, 1959).

Assistant Residents: Laurence K. Cleeve, M.D. (Melbourne, 1968); Stephen L. Guice III, M.D. (Louisiana, 1972); Luis Gonzalez-Serva, M.D. (Med. School of Central Univ. of Venezuela, Caracas, Venezuela, 1971); Richard D. Kane, M.D. (Northwestern, 1971); Jorge L. Lockhart, M.D. (Faculty of Montevideo, Uruguay, 1973); Arnold M. Singer, M.D. (Melbourne, 1967); Ralph de Vere White, M.D. (University College, Dublin, Ireland, 1970).

ROSTER OF STUDENTS

Class of 1976

Allen, Faith (Rochester), Berkeley Heights, New Jersey
Arentzen, Carl Edward (Princeton), Stratford, New Jersey
Ballard, Evan A. (Dartmouth), Monticello, Georgia
Barnhill, Raymond Lann (Tulane), Many, Louisiana
Beaumont, Ralph H. (Duke), Greensboro, North Carolina
Beekman, Robert H. III (Occidental), Carmichael, California
Berger, Keith (Harvard), Norfolk, Virginia
Bergin, Donald John (U. S. Military Academy), Harvey, Illinois
Bevan, Mark F. (Amherst), Durham, North Carolina
Bilsker, Martin (Massachusetts Inst. of Tech.), Miami, Florida
Blaylock, Barbara Laine (Duke), Winston-Salem, North Carolina
Boeck, Marjorie Ann (Minnesota), Durham, North Carolina
Brown, Michael Alan (Tennessee), Concord, Tennessee
Bundy, Ralph L. (Florida Technical Institute), Daytona Beach, Florida
Cannon, David R. (Duke), Durham, North Carolina
Carlson, Desiree A. (North Carolina at Chapel Hill), St. Paul, Minnesota
Caudill, Lucy H. (Duke), Charleston, West Virginia
Chambers, John Willis, Jr. (Princeton), Richmond, Virginia
Chatterton, Howard Treat (Harvard), Denver, Colorado
Cheesborough, John D. (Duke), Asheville, North Carolina
Collins, David (Washington & Lee), Front Royal, Virginia
Conn, Eric H. (Virginia), Princeton, New Jersey
Cooke, James H., Jr. (Duke), New Bern, North Carolina
Creagan, Susan M. (Radcliffe), Monroeville, Pennsylvania
Crigler, Norris Wolf, Jr. (North Carolina at Chapel Hill), Charlotte, North Carolina
Dae, Michael W. (North Carolina State), Raleigh, North Carolina
Davies, Michael E. (Duke), Bay Village, Ohio
Dimmig, Thomas (Middlebury), Lansdale, Pennsylvania
Dixson, George R. (North Carolina at Chapel Hill), Durham, North Carolina
Dunn, Philip Herbert (Yale), Tampa, Florida
Epstein, Arnold M. (Rochester), Pembroke Pines, Florida
Eubank, Daniel F. (Swarthmore), Summerville, South Carolina
Fedor, John Michael (Pennsylvania State), Winburne, Pennsylvania
Fisher, Samuel Rankin (Davidson), Winston-Salem, North Carolina
Fitch, Robert Douglas (Duke), Fairmont, West Virginia
Freemark, Michael (Brandeis), Philadelphia, Pennsylvania
Friedman, Gregg A. (Duke), Lexington, South Carolina
Fromer, Carl (Columbia), St. Croix, Virgin Islands
Galentine, Paul Guy (U. S. Naval Academy), Alexandria, Virginia
Gavin, James Rapheal III (Livingstone), Mobile, Alabama
Geehr, Edward Charles (Yale), Syracuse, New York
Geer, Michael Reynaud (Duke), Durham, North Carolina
Gentry, Robert E. (Duke), Lynchburg, Virginia
Giesker, David William (Princeton), Watertown, Connecticut
Hanberry, Richard L. III (Emory), Macon, Georgia
Herr, Bonnie Hinkle (Duke), Welcome, North Carolina
Herr, Douglas VanGeem (Williams), Summit, New Jersey
Hull, Keith L., Jr. (Johns Hopkins), Battle Creek, Michigan
Hunter, John D. (Wesleyan), Allentown, Pennsylvania
Jacob, Andrew S. (Massachusetts), Malverne, New York
Jones, John Wesley (Duke), Charlotte, North Carolina
Kalman, Leonard (Wesleyan), Hillside, New Jersey
Keller, Ted Steven (Wake Forest), Charlotte, North Carolina
Kilpatrick, Russell James (North Carolina at Chapel Hill), Asheboro, North Carolina
Kincaid, Stuart B. (Ohio State), Hillsboro, Ohio
King, George L. (Johns Hopkins), Richmond, Virginia
Koon, Richard Ethen (North Carolina State), Asheville, North Carolina
Korngut, Irwin Steven (Dartmouth), Valley Stream, New York
Krause, Robert Allen (Pennsylvania State), Pittsburgh, Pennsylvania
Krauth, Lee E. (U. S. Air Force Academy), Canfield, Ohio
Lambert, Paul Ray (Duke), South Charleston, West Virginia
Lesesne, Joseph B. (Duke), Spartanburg, South Carolina

Lies, Stephen Craig (Emory), Dothan, Alabama
 Lipscomb, Robert M. (North Carolina at Chapel Hill), Charlotte, North Carolina
 Livengood, Charles Harris III (Davidson), Durham, North Carolina
 Luikart, Sharon Davis (West Virginia), South Charleston, West Virginia
 Manning, Stuart Hall (North Carolina at Chapel Hill), Durham, North Carolina
 Marquardt, Ellen Gellerstedt (Yale), Atlanta, Georgia
 Marquardt, John David (Notre Dame), Clearwater, Florida
 McCracken, J. Stuart (Davidson), Durham, North Carolina
 McKee, Heather C. (Kirkland), Glens Falls, New York
 Mickey, John V. (Duke), Cincinnati, Ohio
 Miller, James York E. (Harvard), Guilford, Connecticut
 Mitchell, James M. (Harvard), Edina, Minnesota
 Morgan, Anthony Dean (Duke), Laurel, Maryland
 Neal, John William (North Carolina at Chapel Hill), Hamlet, North Carolina
 Nicholson, Britain Walton (North Carolina at Chapel Hill), Chapel Hill, North Carolina
 Papadopoulos, Demetrios A. (Dartmouth), Atlanta, Georgia
 Parsons, James Thomas (Duke), Oak Ridge, Tennessee
 Perler, Bruce Alan (Duke), New Bedford, Massachusetts
 Piech, Kenneth Stowell (Purdue), Wilmington, Delaware
 Podolsky, Susan Ann (Pennsylvania), Philadelphia, Pennsylvania
 Polisson, Richard Paul (Yale), Swampscott, Massachusetts
 Robertson, Dwight L. (Duke), DeKalb, Illinois
 Roden, William C. (U. S. Military Academy), Cookeville, Tennessee
 Sanfilippo, Alfred P. (Pennsylvania), Malba, New York
 Savage, Robert M. (Kentucky), Maysville, Kentucky
 Schiff, Richard Ivan (George Washington), Wheaton, Maryland
 Schultz, Diana J. (Valparaiso), Curtiss, Wisconsin
 Scoggins, Bernard (Davidson), Dalton, Georgia
 Scott, John Glenn (Duke), Tillar, Arkansas
 Shaw, Robert A. (Duke), Decatur, Georgia
 Singler, Robert Charles (Oberlin), Cary, North Carolina
 Stanley, Robert Boswell (North Carolina at Chapel Hill), High Point, North Carolina
 Stoughton, Ned Stanley (California at Berkeley), Berkeley, California
 Stulting, Robert Doyle, Jr. (Duke), Knoxville, Tennessee
 Swetenburg, Raymond Lee (Davidson), Gainesville, Georgia
 Tannenbaum, Sigmund I. (Duke), Greensboro, North Carolina
 Tate, Robert Marshall (North Carolina at Chapel Hill), Greensboro, North Carolina
 Todd, Robert Franklin III (Duke), Granville, Ohio
 Unger, Stephen Wise (Columbia), Miami Beach, Florida
 Upchurch, Katherine S. (Sweet Briar), Birmingham, Alabama
 vanBenthuyzen, Karyl M. (Yale), White Plains, New York
 Vincent, Michael Paul (Duke), Clifton, Virginia
 Webb, Mary Sharon (Virginia), Alexandria, Virginia
 Weinstein, Philip (Dartmouth), West Hartford, Connecticut
 Whitaker, Willie Roscoe (Notre Dame), Columbia, South Carolina
 Whitesides, Daniel B. (Erskine), Sumter, South Carolina
 Whitlow, Patrick L. (Virginia), Atlanta, Georgia
 Williams, Robert Lee (Duke), Wilmington, North Carolina
 Williford, Margaret E. (North Carolina at Chapel Hill), Lillington, North Carolina
 Woods, Gerald M. (Princeton), Kansas City, Missouri
 Worlax, Frank (Duke), Hillsborough, North Carolina
 Zack, Brian Gary (Princeton), New York, New York

Class of 1977

Abernethy, John Lloyd (Duke), Charlotte, North Carolina
 Adams, Beverly Jean S. (Cincinnati), Durham, North Carolina
 Adams, Susan Carol (Winthrop), Rock Hill, South Carolina
 Arthur, Martha Frances (Brown), Reynoldsburg, Ohio
 Auerbach, Paul Stuart (Duke), North Plainfield, New Jersey
 Austin, Linda Smith (Duke), Westfield, New Jersey
 Bailey, Kathleen Marjorie (Duke), Washington, D. C.
 Barton, Thomas Karl (Massachusetts Inst. of Tech.), St. Petersburg Beach, Florida
 Bassen, Cecile Ruth (Yale), Little Neck, New York
 Becker, Robert L., Jr. (Miami), Columbus, Ohio
 Berger, Jerry Jay (State Univ. of New York at Buffalo), New York, New York

Bernstein, Barry Michael (Northwestern), Milwaukee, Wisconsin
 Bishop, Linda Alice (Yale), South Dennis, Massachusetts
 Blacharsh, Jill June (Vassar), West Hempstead, New York
 Bloomfield, Robert Lee (Dartmouth), Chapel Hill, North Carolina
 Bolander, Franklyn F., Jr. (Armstrong State), Savannah, Georgia
 Borowitz, Michael Joseph (Massachusetts Inst. of Tech.), Bronx, New York
 Bower, Andrea (Occidental), Rolling Hills Estate, California
 Brantley, Bert Alton, Jr. (Duke), Columbia, South Carolina
 Brennan, John Thomas, Jr. (Duke), Youngstown, New Jersey
 Bressler, Robert Burgess (Vanderbilt), Durham, North Carolina
 Bruce, James Frederick, Jr. (Auburn), Opelika, Alabama
 Buckley, Edward G. (Duke), Durham, North Carolina
 Butler, Stephen Robert (North Carolina at Chapel Hill), Roseboro, North Carolina
 Cannon, Patricia Ann (Hofstra), New Castle, Delaware
 Cassano, William Frank (Duke), Chappaqua, New York
 Cassell, Robert Holland (Harvard), Atlanta, Georgia
 Clark, Margaret Thom (Smith), Colorado Springs, Colorado
 Cochi, Stephen L. (Massachusetts Inst. of Tech.), Rochester, New York
 Crain, Barbara J. (California at Irvine), Long Beach, California
 Dackis, Charles Andrew (Duke), Short Hills, New Jersey
 Drake, Miles Edward (Harvard), Vineland, New Jersey
 Drake, Robert E., Jr. (Princeton), Winter Park, Florida
 Dunnigan, Ann Christine (California at San Diego), Downey, California
 Duvic, Madeleine (Rice), New Orleans, Louisiana
 *Dykes, James Russell (Duke), Bartlesville, Oklahoma
 Edgar, John Ralph (Massachusetts Inst. of Tech.), Atlanta, Georgia
 Ely, Ralph Lawrence III (Davidson), Durham, North Carolina
 Fox, Gary Norman (Maryland), Bethesda, Maryland
 Francis, Robert Dean (Duke), Durham, North Carolina
 Gallemore, Gail Hurd (Emory), Durham, North Carolina
 Garcia-Saul, Jose Antonio (Puerto Rico), Santurce, Puerto Rico
 Garrett, William Elwood, Jr. (North Carolina at Chapel Hill), Roxboro, North Carolina
 Gehrett, Joseph Owen, Jr. (Duke), Deer Lodge, Montana
 Geier, Gail Herman (Smith), White Plains, New York
 Gilbert, Paul Pressly (North Carolina State), Statesville, North Carolina
 Hagerty, Richard Curry (Johns Hopkins), Charleston, South Carolina
 Hainline, Bryan E. (Georgia Inst. of Tech.), Atlanta, Georgia
 Hainline, Sarah W. (Wellesley), Chapel Hill, North Carolina
 Hainsworth, Barbara Ellen (Stanford), Los Altos, California
 Hardy, Henry James (Williams), Cleveland, Ohio
 Harrington, Madeline Miller (Hawaii), Atlanta, Georgia
 Harris, Larry Coleman (Yale), Fayetteville, North Carolina
 Hasson, Newton Earl (Duke), Timonium, Maryland
 Holt, Lawrence Byerly, Jr. (William & Mary), Winston-Salem, North Carolina
 Honeycutt, Pamela Jane (Mississippi), Jackson, Tennessee
 Honickman, Steven P. (State Univ. of New York at Stony Brook), Brooklyn, New York
 Hooper, Mildred Walker (Radcliffe), Ruxton, Maryland
 Horton, James Marvin (Duke), New Orleans, Louisiana
 Johnston, Michael Francis (Georgia), Athens, Georgia
 Keitel, Wendy (Duke), New York, New York
 Kennedy, John Daniel, Jr. (Duke), Richmond, Virginia
 Klausner, Richard Daniel (Yale), Yonkers, New York
 Kull, Richard Kevin (Duke), Durham, North Carolina
 Lambeth, John David (Southern Methodist), El Paso, Texas
 Larrick, James William (Colorado), Englewood, Colorado
 Leslie, John Bruce (Johns Hopkins), Albuquerque, New Mexico
 Lewis, Richard Harlow (Guilford), Lake Worth, Florida
 Ling, David (Princeton), Louisville, Kentucky
 Lymberis, Marvin Edward (Duke), Charlotte, North Carolina
 Mackey, William Charles (Amherst), New Canaan, Connecticut
 Magill, Michael Kevin (Dartmouth), Scottsdale, Arizona
 Mahony, Cheryl (Pitzer), Fullerton, California
 Mayer, Thom Alan (Hanover), Anderson, Indiana

*Leave of absence.

McKain, Carey Wilson (Clemson), Taylors, South Carolina
 Miller, Gary Michael (North Carolina at Chapel Hill), Jefferson, North Carolina
 Millsaps, David McIvers (Duke), Santa Ana, California
 Moeller, Garland Radford (Princeton), Bedford, Massachusetts
 Moeller, Wendy Paulson (Bethel), Camp Lejeune, North Carolina
 Mold, Ann Carmichael (DePauw), Roanoke, Virginia
 Morawetz, Lida Joan (Massachusetts Inst. of Tech.), New York, New York
 *Murray, John Carroll (Williams), Reynoldsville, Pennsylvania
 Nichol, Walter Paul (Dartmouth), Durham, North Carolina
 O'Malley, Patricia Jean (Reed), South Hadley, Massachusetts
 Ozimek, Carl Dean (U. S. Military Academy), Westfield, New Jersey
 Palmeri, Barbara Ann (Georgetown), Washington, D. C.
 Pasternak, Lewis Reuven (Johns Hopkins), Hempstead, New York
 Pedley, Carolyn Frances (Duke), Charleston, West Virginia
 Pollack, Rhonda Beth (Brandeis), Brooklyn, New York
 Roberts, William Dotson (Allegheny), Glenshaw, Pennsylvania
 Roloson, Gary James (California at San Diego), San Gabriel, California
 Rouault, Tracey Ann (Yale), Schenectady, New York
 Rutledge, John Hunt II (Southwestern-Memphis), Humboldt, Tennessee
 Sadler, Jasper Evan III (Princeton), Huntington, West Virginia
 Schatz, Richard Alan (State Univ. of New York at Buffalo), Setauket, New York
 Schlossman, David Michael (Columbia), Kenmore, New York
 Sellers, Thomas Duncan, Jr. (Colorado), Dillon, Colorado
 Sharp, Gregory H. (California Inst. of Tech.), Squantum, Massachusetts
 Shires, George Thomas III (Texas), Bellevue, Washington
 Shoemaker, Ritchie C. (Duke), Carlisle, Pennsylvania
 Smith, Christopher Edmund (Princeton), Bemus Point, New York
 Smith, Peter Kent (Princeton), Swansea, Massachusetts
 Smolko, Milan John (Pennsylvania), Stroudsburg, Pennsylvania
 Snow, Joseph Robert (Southern Methodist), Abilene, Texas
 Steele, John C. H., Jr. (Duke), N. Augusta, South Carolina
 Stein, Robert B. (Indiana), Kokomo, Indiana
 Stewart, Dannie L. (North Carolina at Chapel Hill), Cary, North Carolina
 Stinson, Olivia Diane (North Carolina at Chapel Hill), Charlotte, North Carolina
 Symmonds, Jeffrey Boone (Colorado), Rochester, Minnesota
 Terry, Linda Carole (Florida State), Miami Springs, Florida
 Thaler, Malcolm Stuart (Amherst), Poughkeepsie, New York
 Thistlethwaite, James R., Jr. (Amherst), Washington, D. C.
 Thomassen, Thom Scott (U. S. Military Academy), Tuscon, Arizona
 Ticehurst, John Robert (Brown), Fair Haven, New Jersey
 Trantham, Joey Lee (Georgia Inst. of Tech.), Marble, North Carolina
 Trask, Neil Webster III (Davidson), Burton, South Carolina
 Trofatter, Kenneth Frank, Jr. (Duke), Bound Brook, New Jersey
 Unterman, Terry Gene (Princeton), Evanston, Illinois
 Vick, Giles Wesley III (Duke), Monroe, North Carolina
 Waldrop, Charles Danny (North Carolina at Chapel Hill), Columbus, North Carolina
 Walker, Price, Jr. (Calif. Inst. of Tech.), Columbus, Georgia
 Walls, Bertram Emanuel (North Carolina A. & T. State), Chadbourn, North Carolina
 Wilkerson, Stephen Young (King), Portsmouth, Virginia
 Williams, John Mark (Duke), South Bend, Indiana
 Williams, Larry Wayne (North Carolina at Chapel Hill), Granite Quarry, North Carolina
 Williams, Lewis Thomas (Rice), Toccoa, Georgia
 Williams, Roy Jerome (Harvard), St. Louis, Missouri
 Willis, Henry S. K. III (U. S. Air Force Academy), Chapel Hill, North Carolina
 Yen, Tien-Sze Benedict (Stanford), Palo Alto, California
 Yoshinaga, Monica Ann (Holy Names College), Baltimore, Maryland
 Young, James Allen (Harvard), Topeka, Kansas
 Ziegler, Robert Eliot (Colorado), College Park, Georgia

Class of 1978

Alpert, Stephen E. (Massachusetts Inst. of Tech.), Durham, North Carolina
 Alyono, David (Emory), Atlanta, Georgia

*Leave of absence.

Apple, Jerry Stewart (Duke), Wallace, North Carolina
 Austin, Robert Marshall (Lafayette), Westfield, New Jersey
 Avent, James Monroe (Duke), Norristown, Pennsylvania
 Bailey, Genie Lark (Meredith), Kenly, North Carolina
 Bandy, Lawrence Curtis (Stetson), Orlando, Florida
 Beardsley, Thomas L. (Duke), Ridgefield, Connecticut
 Bell, William R., Jr. (Rice), Pensacola, Florida
 Bencze, Robert F. (Duke), Cranbury, New Jersey
 Bible, Henry Harold (Williams), St. Louis, Missouri
 Blair, Vilray Papin III (Harvard), St. Louis, Missouri
 Bobbitt, William Haywood III (North Carolina at Chapel Hill), Charlotte, North Carolina
 Boekelheide, Kim (Harvard), Chapel Hill, North Carolina
 Booth, Daniel Hughston (Wake Forest), Hendersonville, North Carolina
 Bowman, Zebulon Lynn (Duke), Burlington, North Carolina
 Bredeesen, Dale Eric (Calif. Inst. of Tech.), Ft. Lauderdale, Florida
 Bressler, Garrett Schell (Davidson), Durham, North Carolina
 Buesing, Mary Ann (Marquette), Leavenworth, Kansas
 Buff, Samuel Joseph (North Carolina State), Alexis, North Carolina
 Bull, Jonca Camille (Princeton), Spartanburg, South Carolina
 Bunn, William B. III (Duke), Raleigh, North Carolina
 Butera, Philip Joseph (Duke), Brooklyn, New York
 Califf, Robert McKinnon (Duke), Columbia, South Carolina
 Carey, Benjamin Arthur (North Carolina at Chapel Hill), Kinston, North Carolina
 Clarke, William Robert (Duke), Cincinnati, Ohio
 Cline, William Tucker (Davidson), Waynesville, North Carolina
 Conner, Patrick Robert (Johns Hopkins), Burlington, North Carolina
 Cooper, John A. D., Jr. (Northwestern), Arlington, Virginia
 Cordingley, Gary Edward (Purdue), Crown Point, Indiana
 Culp, John Rockwell (Davidson), Mooresville, North Carolina
 DeCarlo, Phyllis Anne (Duke), Arlington, Virginia
 Dunn, Thaddeus Leland (Duke), Savannah, Georgia
 Edmundson, Marsha Overman (North Carolina at Greensboro), Wilson, North Carolina
 Eiden, Joseph John (Duke), Wilmington, North Carolina
 Erickson, Douglas Joseph (Duke), Durham, North Carolina
 Ferguson, Elaine Reginia (Brown), Highland Park, Michigan
 Freiburger, Harley Flay (Florida), Gastonia, North Carolina
 Geballe, Adam Philip (Stanford), Woodside, California
 Gibson, William G. H. (Williams), Ithaca, New York
 Ginsburg, David (Yale), Union, New Jersey
 Gnann, John Wyatt, Jr. (Davidson), Savannah, Georgia
 Goldberg, Joel Steven (Duke), Linden, New Jersey
 Golden, Marc Lee (Franklin & Marshall), Pennsauken, New Jersey
 Gorman, Michael Robert (Duke), Bay Village, Ohio
 Graham, John Douglas (Wabash), Indianapolis, Indiana
 Griffin, Eugene Wilson III (Denison), Aurora, Ohio
 Groeneveld, Jodelle Sue (Michigan), Owosso, Michigan
 Hamp, Melissa (Butler), Grand Rapids, Michigan
 Hanson, Jeffrey Becker (Dartmouth), Geneva, Illinois
 Harden, Elizabeth Ann (South Carolina), Manning, South Carolina
 Hassett, Margaret Alycia (Duke), Wyomissing, Pennsylvania
 Hayes, Lynn Renee (Michigan State), Seattle, Washington
 Henderson, Joan Sanford (Stanford), Fresno, California
 Henderson, Melvin Lee (Brown), Fayetteville, North Carolina
 Hodge, Gameel Byron, Jr. (Vanderbilt), Spartanburg, South Carolina
 Hoffman, Robert Miles (Yale), Hillsdale, New Jersey
 Hough, Linda Vance (Univ. of Leeds), Kershaw, South Carolina
 Hughes, Claude LeBernian, Jr. (East Carolina), New Bern, North Carolina
 Isley, Joseph Plonk (North Carolina at Chapel Hill), Burlington, North Carolina
 Jackson, Marianne (Duke), Concord, Massachusetts
 Johnson, Robert Bruce (Duke), Ontario, Canada
 Johnson, Stephen Morgan (Duke), West End, North Carolina
 Johnston, Jeffrey Monroe (Davidson), Charlotte, North Carolina
 Joiner, Clinton Hubert (Georgia Inst. of Tech.), Decatur, Georgia
 Kelly, Susan Lisa (Colgate), Mahopac, North Carolina
 Li, James Tung-Chieh (Princeton), Jamaica, New York
 Lightner, Virginia (Massachusetts Inst. of Tech.), Santurce, Puerto Rico

Lindsey, Peggy Susan (Duke), Washington, Georgia
 Lutin, Charles David (Vanderbilt), Nashville, Tennessee
 Mains, Charles William (Tennessee); Marietta, Georgia
 McClees, Eric Carr (North Carolina State), Durham, North Carolina
 McIntosh, Donald Munvo (North Carolina at Chapel Hill) Marion, North Carolina
 Morris, David Clarence (Duke), Arapahoe, North Carolina
 Myers, Beverly Jane (Wake Forest), Winston-Salem, North Carolina
 Myers, John Lewis (Bowdoin), Salisbury Cove, Maine
 Newman, Kurt Douglas (North Carolina at Chapel Hill), Raleigh, North Carolina
 Newman, William Neal (Princeton), Clinton, North Carolina
 Nielsen, Anton Peter (Duke), Venice, Florida
 Nord, Claire Cooper (Tulane), Athens, Georgia
 O'Brien, Lauren Irene (Pennsylvania), Swarthmore, Pennsylvania
 Ose, Dennis E. (Purdue), Indianapolis, Indiana
 Plummer, Charles Wayne (Haverford), Durham, North Carolina
 Preston, Marion M. (Yale), Lake Forest, Illinois
 Rickard, Randall Craig (Duke), Spartanburg, South Carolina
 Roark, Steven Forest (Duke), Wallingford, Pennsylvania
 Robb, Linda Celeste (Radcliffe), Albuquerque, New Mexico
 Roberts, Alfred Mack (North Carolina State), Durham, North Carolina
 *Rothenburg, Molly A. (Yale), Denver, Colorado
 Runge, Pamela Margaret (Stanford), Austin, Texas
 Sahmel, Reinhardt Otto (Princeton), Staten Island, New York
 Savona, Steven Robert (Duke), Bayside, New York
 Schmidt, Emmett Vance (Harvard), Elmsford, New York
 Schmidt, William Frederick III (Hobart), Sidney, New York
 Sedwick, Lyn Alice (Princeton), Maitland, Florida
 Sexton, Carlton Clark (Stanford), Stevenson, Maryland
 Shannon, Michael Wayne (Washington), St. Louis, Missouri
 Shelburne, Thomas Maynard (Hampden-Sydney), Raleigh, North Carolina
 Shepard, Robert Charles (Harvard), West Hempstead, New York
 Sherman, Douglas Paul (Duke), Winter Park, Florida
 Shimm, David Stuart (Harvard), Durham, North Carolina
 Simmons, Roberdeau D. (Duke), Alloway, New Jersey
 Sims, Peter Jay (Amherst), New Rochelle, New York
 Smiley, Margaret Lynn (Kansas), Goodland, Kansas
 Stern, Matthew Bruce (Harvard), West Newton, Massachusetts
 Stockbridge, Norman Lander (North Carolina at Chapel Hill), Durham, North Carolina
 Suslavich, Frank John, Jr. (Bowdoin), Darien, Connecticut
 Swingle, Hanes M. (Vanderbilt), Johnson City, Tennessee
 Tatum, Arthur Howard (Wisconsin), Harrington, New Jersey
 Taylor, Terry (Smith), Santa Cruz, California
 Tiedeman, James Stuart (Drake), Des Moines, Iowa
 Tiller, Wendell Howard, Jr. (Wake Forest), Spartanburg, South Carolina
 Toye, Catherine Helene (Union), Rhineback, New York
 Tyson, George S., Jr. (Francis Marion), Florence, South Carolina
 Vogel, Joseph Vincent (Duke), Durham, North Carolina
 Wank, Stephen Arnold, (Duke), Great Neck, New York
 *Williams, Kenneth Dean (Davidson), Liberty, South Carolina
 Wood, Catherine Louise (Macalester), Rochester, Minnesota
 Wood, John Charles (Duke), Richmond, Virginia
 Wright, Eugene Edward (Princeton), Durham, North Carolina
 Yoder, Eric Monroe (Maryland), Columbia, South Carolina

Class of 1979

Adams, Marsha Gale (Duke), Malvern, Pennsylvania
 Adler, Stuart Ralph (Harvard), Statesville, North Carolina
 Alexander, Christian Miller (Oberlin), Madison, Wisconsin
 Anderson, Scott Joseph (California at San Diego), Long Beach, California
 Baker, Charles Scott III (North Carolina at Chapel Hill), Havelock, North Carolina
 Bartels, George Thomas (North Carolina at Chapel Hill), Chapel Hill, North Carolina

*Leave of absence.

Batlle, Juan Francisco (Duke), Santo Domingo, Dominican Republic
 Bishopric, Nanette Hahr (Duke), Sarasota, Florida
 Blazey, Dale Lawrence (Colgate), Pittsford, New York
 Bodner, Sara Marine (Wellesley), Coral Gables, Florida
 Bounous, Edwin Phillip, Jr. (Duke), Morganton, North Carolina
 Bradley, Betty Lou Bruton (North Carolina at Chapel Hill), Carrboro, North Carolina
 Brody, Gordon Alexander (Duke), New York, New York
 Browning, David Judson (Harvard), Huntsville, Alabama
 Burton, Claude Shreve III (Davidson), Durham, North Carolina
 Cappleman, William Franklin III (North Carolina at Chapel Hill), Carrboro, North Carolina
 Chiu, Linda I-Yu (Princeton), Baltimore, Maryland
 Chua, Cynthia Coe (Mt. Holyoke), Lake Katrine, New York
 Colvard, David Fred (Georgia Inst. of Tech.), Durham, North Carolina
 Costel, Esther Elizabeth (Princeton), Lexington, Kentucky
 Craig, Suzanne Bell (Rochester), Mountain Lakes, New Jersey
 D'Agati, Vivette Denise (Yale), Teaneck, New Jersey
 Dawkins, Jennings Ray, Jr. (North Carolina State), Fayetteville, North Carolina
 Dealy, Darilyn Hedden (Tufts), Fairfield, Connecticut
 Douglas, James Marion, Jr. (Duke), Spartanburg, South Carolina
 Dresser, Michael Edward (Duke), Davidson, North Carolina
 Drucker, Robert Patrick (Harvard), Charlottesville, Virginia
 Ebihara, Lisa (Northwestern), Wilmette, Illinois
 Eisenson, Howard J. (Union College of Schneckady), White Plains, New York
 Eliasson, Arn Hendrick (Davidson), Safety Harbor, Florida
 Fath, John Joseph (Villanova), Hickory Corners, Michigan
 Fitz, John Gregory (North Carolina at Chapel Hill), Hickory, North Carolina
 Floyd, Richard Dudley (Duke), Lexington, Kentucky
 Foster, Jerry Michael (North Carolina State), Newton, North Carolina
 †Frazer, Joe Walton III (Duke), Greensboro, North Carolina
 Gibbs, Verna Catholine (Harvard), Jersey City, New Jersey
 Gordon, Jo Carol (Stanford), Los Gatos, California
 Gospe, Sidney Maloch, Jr. (Stanford), San Francisco, California
 *Greenside, Henry Stewart (Harvard), Newtonville, Massachusetts
 Guyton, Jean Margaret (Radcliffe), Jackson, Mississippi
 Hamm, Barbara Lois (Mt. Holyoke), Elberton, Georgia
 Harlan, John Woody (Harvard), Sylvania, Ohio
 Harris, Stuart Irwin (Duke), Miami, Florida
 Harward, Timothy Richard Stephen (Duke), Durham, North Carolina
 Hathorn, James Walker (Maryland), Silver Spring, Maryland
 Heald, Peter Winey (Dartmouth), Elkins, New Hampshire
 Higham, Margaret (Michigan), Baltimore, Maryland
 Humphrey, Gary Bertrand (Harvard), Oklahoma City, Oklahoma
 Hunt, Christopher Miller (Pennsylvania), Pittsburgh, Pennsylvania
 Ishman, Reginald Eugene (Stanford), Hightstown, New Jersey
 Janick, Peter Aaron (Cornell), W. Lafayette, Indiana
 Jonas, Wayne Babcock (Davidson), Potomac, Maryland
 Jones, David Craven (North Carolina at Chapel Hill), Mebane, North Carolina
 Kahn, Edgar Michael (St. Andrews Presbyterian), Franklin, North Carolina
 Kaufman, Lisa (Duke), Villanova, Pennsylvania
 Lane, William Norman (U. S. Military Academy), Winston-Salem, North Carolina
 Lee, James Edward (Duke), Oak Park, Illinois
 Limberakis, Anthony John (Pennsylvania), Jenkintown, Pennsylvania
 Lipton, Howard Alan (North Carolina at Chapel Hill), Durham, North Carolina
 Lister, Philip Nathaniel (Hampshire College), Brevard, North Carolina
 Long, Karen Louise (Denison), Synder, New York
 *Mabry, Mack Harrison (Davidson), Norwood, North Carolina
 Markert, Mary Louise (Smith), Ogdensburg, New York
 Marrow, Henry Gregory (Davidson), Tarboro, North Carolina
 Martell, Jon Vincent (North Carolina at Chapel Hill), Durham, North Carolina
 McAlister, David Shane (Washington & Lee), Huntsville, Arkansas
 McCachren, Samuel Spence, Jr. (North Carolina at Chapel Hill), Concord, North Carolina
 McCoy, Steven Robert (Duke), Westport, Connecticut

*Leave of absence.

†Special student.

Meyers, Marguerite Evelyn (Pennsylvania State), Moorestown, New Jersey
 Mold, David Edward (Michigan), Durham, North Carolina
 Moll, Maria Elizabeth (Randolph-Macon), Hampton, Virginia
 Nordstrom, James Eric (Harvey Mudd), Farmington, New Mexico
 Novick, Thomas Leonard (Duke), Durham, North Carolina
 Orland, Richard Alan (Princeton), Cherry Hill, New Jersey
 Paterson, Robert Worcester (Duke), Solon, Ohio
 Peterson, Caroline Louise (Marquette), Bloomington, Minnesota
 Phillips, George, Jr. (Northwestern), Alexander City, Alabama
 Post, Nancy (Michigan), New York, New York
 Prince, Marilyn Ann (Duke), Richmond, Virginia
 †Puleo, Joel Gregg (Duke), Elam, New York
 Raine, Wilfred Leroy (Williams), Mobile, Alabama
 Ramey, Thomas Lee (Virginia), Charlottesville, Virginia
 Reintgen, Douglas Scott (Duke), Latrobe, Pennsylvania
 Rivers, Reuben Norman (Duke), Durham, North Carolina
 Ross, John W. (Morehouse College), Decatur, Georgia
 Ross-Duggan, John Ward (California at Irvine), Newport Beach, California
 Ruck, David Carl (U. S. Military Academy), Kennebunk, Maine
 Ruth, Wayne Kimberly (North Carolina State), Raleigh, North Carolina
 Rutherford, George Williams (Stanford), Palo Alto, California
 Schirmer, Bruce David (Princeton), Closter, New Jersey
 Sealy, David Probst (Claremont Men's College), Hillsborough, California
 Shivers, Jeffrey Clifford (Duke), West Chester, Pennsylvania
 Silimperi, Diana Regina (Duke), Bethlehem, Pennsylvania
 Skell Cerf, Victoria Anne (Mills), State College, Pennsylvania
 Slate, Richard Kendrick (North Carolina at Chapel Hill), Clemmons, North Carolina
 Smith, Eric Peter (Dartmouth), Durham, North Carolina
 Spivey, Beverly Jean (Cornell), Brooklyn, New York
 Stahl, Christine Ellen (Bennington), Durham, North Carolina
 Stanton, Edward Spires (Duke), Plymouth, North Carolina
 Stockton, Anne (North Carolina at Chapel Hill), Johnstown, Pennsylvania
 Tatum, Robert King (Duke), Harrington Park, New Jersey
 Teasley, David G. (Case-Western Reserve), Milwaukee, Wisconsin
 Thalmann, Ellen Anne (Duke), Suffern, New York
 Varney, Robert Ralph (Colgate), Darien, Connecticut
 Vereen, Ronald Lloyd (North Carolina at Chapel Hill), Durham, North Carolina
 Walsh, Margaret Ann (Smith), Poughkeepsie, New York
 Wark, Bradley Lee (Georgia), Taylorsville, Georgia
 Ward, William Goode (North Carolina at Chapel Hill), Lincolnton, North Carolina
 Wessels, Michael Robert (Oberlin College), Grand Junction, Colorado
 Weyrauch, Terri Ann (Pomona), Silver Spring, Maryland
 Wheeler, David Martyn (Duke), Baltimore, Maryland
 Wilhelmsen, Bruce Douglas (Southern Methodist), New Orleans, Louisiana
 Wissow, Lawrence Sagin (Amherst), North Plainfield, New Jersey
 Worsley, Stephen Cole (North Carolina at Chapel Hill), Greenville, North Carolina
 Wright, Anne Harley (Wellesley), Philadelphia, Pennsylvania
 York, Michael Francis (Maryland), Bethesda, Maryland
 Young, Dale Christopher (Davidson), Orlando, Florida
 Zern, Ruthann Theresa (Douglass), Wyckoff, New Jersey

†Special student.

Class of 1975 With Internship Appointments

Adams, Joan Brown (Brooklyn, New York), New York Medical College Metropolitan Hospital, New York, New York

Agner, Roy C. (Salisbury, North Carolina), Duke Hospital, Durham, North Carolina

Allison, James Richard (Columbia, South Carolina), University of San Antonio Teaching Hospital, San Antonio, Texas

Andrew, Clifford G. (Florissant, Missouri), Duke Hospital, Durham, North Carolina

Andrew, Louise B. (Durham, North Carolina), Duke Hospital, Durham, North Carolina

Area, Leandro C. (Miami, Florida), Duke Hospital, Durham, North Carolina

Arey, Jo Ann H. (Durham, North Carolina), Roanoke Memorial Hospital, Roanoke, Virginia

Arnold, Luther Cristian (Burlington, North Carolina), Public Health Service, New Orleans, Louisiana

Baker, Elizabeth R. (Newberry, South Carolina), Duke Hospital, Durham, North Carolina

Ball, Robert M. (Dallas, Texas), Duke Hospital, Durham, North Carolina

Barnes, Larry (Robersonville, North Carolina), Saint Elizabeth's Hospital, Youngstown, Ohio

Beardsley, George Peter (Old Lyme, Connecticut), Yale-New Haven Hospital, New Haven, Connecticut

Beauchamp, Charles O. (Durham, North Carolina), University of Rochester Hospital Program, Rochester, New York

Becker, Matthew J. (North Miami Beach, Florida), Duke Hospital, Durham, North Carolina

Bonin, Andrew A. (Encino, California), Duke Hospital, Durham, North Carolina

Bonner, Ernest L., Jr. (Gaffney, South Carolina), Los Angeles County Hospital-University of Southern California Center, Los Angeles, California

Bousquet, Franklyn (Savannah, Georgia), Beth Israel Hospital, Boston, Massachusetts

Boyd, James Francis (Newberry, South Carolina), Brooke Army Medical Center, Fort Sam Houston, Texas

Brady, Charles Eldon (Robbins, North Carolina), Vanderbilt University Affiliate Hospitals, Nashville, Tennessee

Campbell, William K. (Williamsville, New York), North Carolina Memorial Hospital, Chapel Hill, North Carolina

Cappello, Roger William (Glens Falls, New York), University of Virginia Hospital, Charlottesville, Virginia

Clayton, Linda Ann (Timberlake, North Carolina), Duke Hospital, Durham, North Carolina

Clegg, Herbert William (Charlotte, North Carolina), Massachusetts General Hospital, Boston, Massachusetts

Clements, Fiona M. (Durham, North Carolina), North Carolina Memorial Hospital, Chapel Hill, North Carolina

Davis, Alan Dean (Knoxville, Tennessee), University of Oregon Hospitals, Portland, Oregon

Donohue, Hugh James (Charlotte, North Carolina), Letterman Army Medical Center, San Francisco, California

Draffin, Richard Marion (Columbia, South Carolina), Duke Hospital, Durham, North Carolina

Eisenbarth, George S. (Brooklyn, New York), Duke Hospital, Durham, North Carolina

English, Peter C. (Pembroke, Bermuda), The New York Hospital, New York, New York

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Fouts, Anthony C. (Atlanta, Georgia), Duke Hospital, Durham, North Carolina

Fries, Louis Frederick (Baltimore, Maryland), Johns Hopkins Hospital, Baltimore, Maryland

Gober, Henry Fred (Atlanta, Georgia), Duke Hospital, Durham, North Carolina

Goodkind, David Jay (Roslyn, New York), Boston City Hospital, Boston, Massachusetts

Graham, Suzanne Carol (Durham, North Carolina), University of Kentucky Medical Center, Lexington, Kentucky

Gross, Wendy Elise (New Bellmore, New York), North Carolina Memorial Hospital, Chapel Hill, North Carolina

Hansen, Dorothy Anne (Eikhart, Indiana), Duke Hospital, Durham, North Carolina

Harvey, Robert Clinton (Pebble Beach, California), Madigan Army Hospital, Tacoma, Washington

Hawley, Philip Caldwell (Columbus, Ohio), University Hospital, Columbus, Ohio

Hess, David Stephen (Douglasville, Georgia), Duke Hospital, Durham, North Carolina

Humphrey, John Edward (Sparta, Georgia), University of Washington Affiliated Hospitals, Seattle, Washington

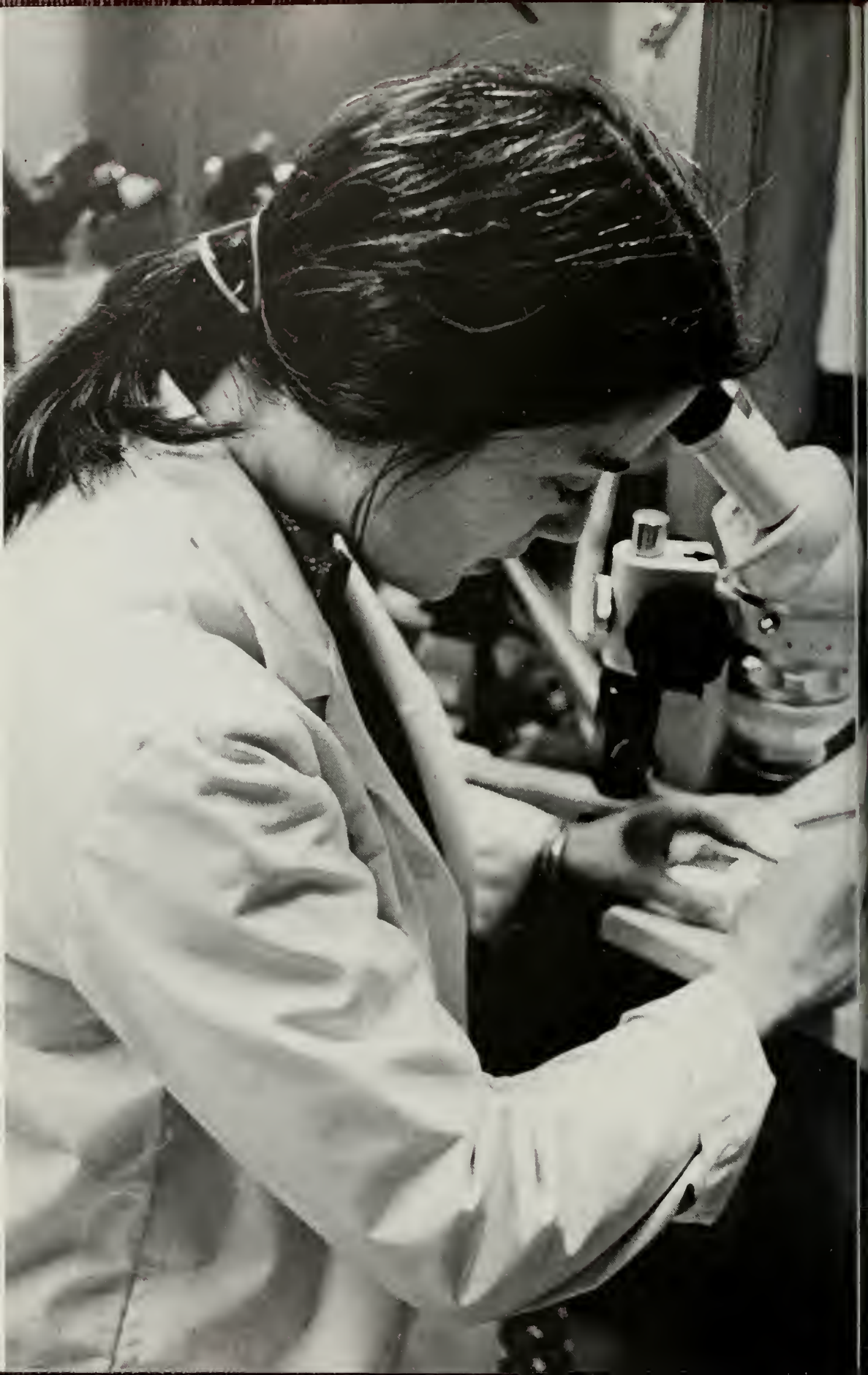
Jarvis, Stuart Craig (Prospect, Kentucky), University Hospital, Columbus, Ohio

Jobin, Michael J. (Somerville, New Jersey), University of Colorado Affiliated Hospitals, Denver, Colorado

Johnston, William E. (Jackson, Mississippi), Barnes Hospital Group, Saint Louis, Missouri

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 Kahn, Robert Ira (Newburgh, New York), University of California Hospitals, San Francisco, California
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 Khoury, Christopher P. (Oklahoma City, Oklahoma), University of Colorado Affiliated Hospitals, Denver, Colorado
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 Lang, Laurence Alan (North Hollywood, California), University of California Hospital, Los Angeles, California
 Larson, Richard Martin (Laurel Bay, South Carolina), Duke Hospital, Durham, North Carolina
 Lhotsky, Dora Maratka (Durham, North Carolina), Moses Cone Memorial Hospital, Greensboro, North Carolina
 Lloyd, Stephen Carroll (Durham, North Carolina), Duke Hospital, Durham, North Carolina
 Lober, Clifford Warren (Falls Church, Virginia), Mayo Clinic, Rochester, Minnesota
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 Paulson, Jerome A. (Baltimore, Maryland), Johns Hopkins Hospital, Baltimore, Maryland
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 Schenk, Worthington G. III (Kenmore, New York), Duke Hospital, Durham, North Carolina
 Singer, Francis P. (Fort Lauderdale, Florida), Duke Hospital, Durham, North Carolina
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 Snyder, David Warren (Harahan, Louisiana), Barnes Hospital Group, Saint Louis, Missouri
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 Walther, Philip John (Danville, Illinois), Duke Hospital, Durham, North Carolina
 Wesly, Robert L. (Severna Park, Maryland), Duke Hospital, Durham, North Carolina
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 Williams, Linda Rankin (Greensboro, North Carolina), Cornell Medical Center, New York, New York
 Williams, Robert D. (Kinnelon, New Jersey), University of Washington Affiliated Hospitals, Seattle, Washington
 Wojeski, William V. (Erie, Pennsylvania), Cornell Medical Center, New York Hospital, New York, New York
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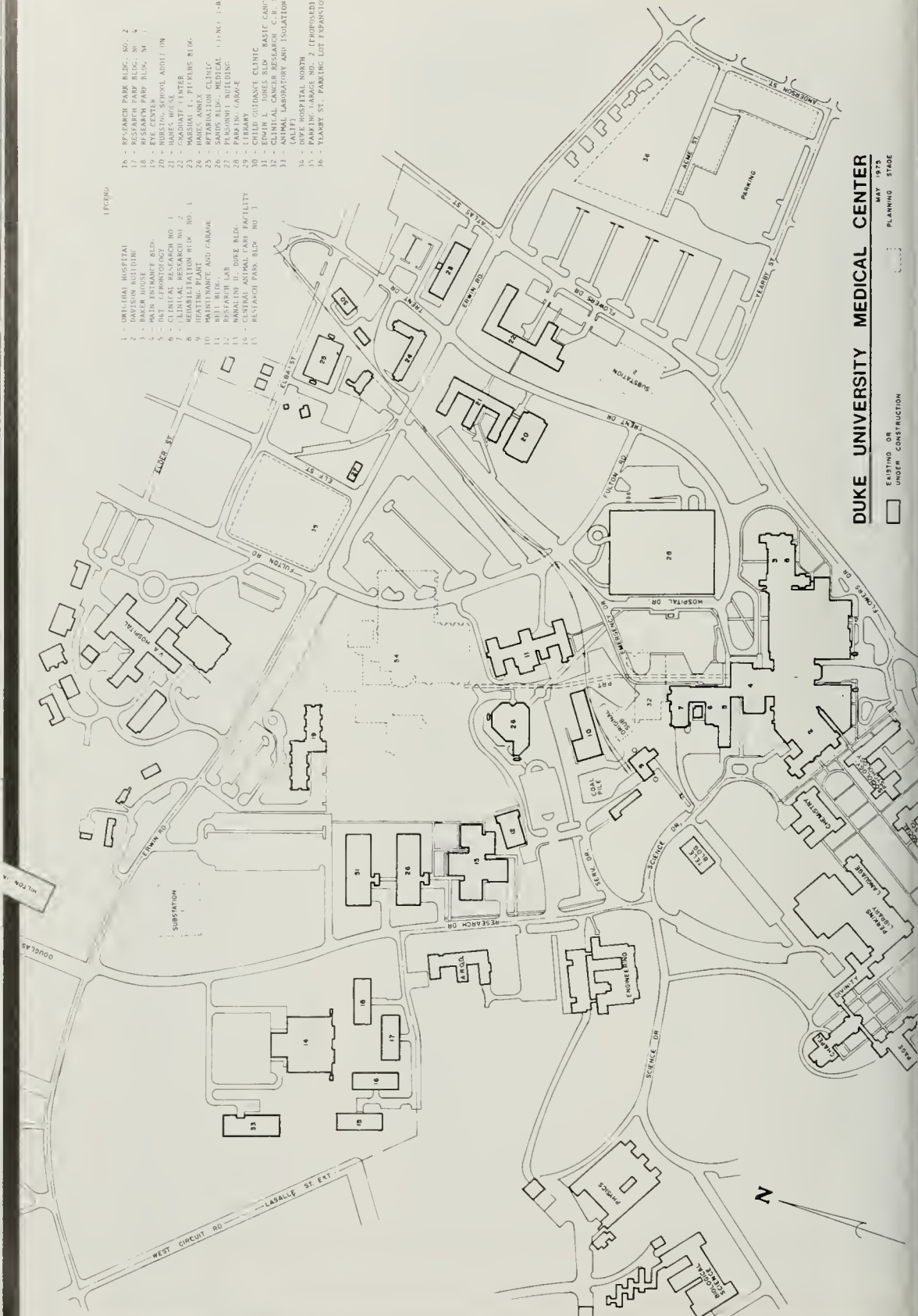
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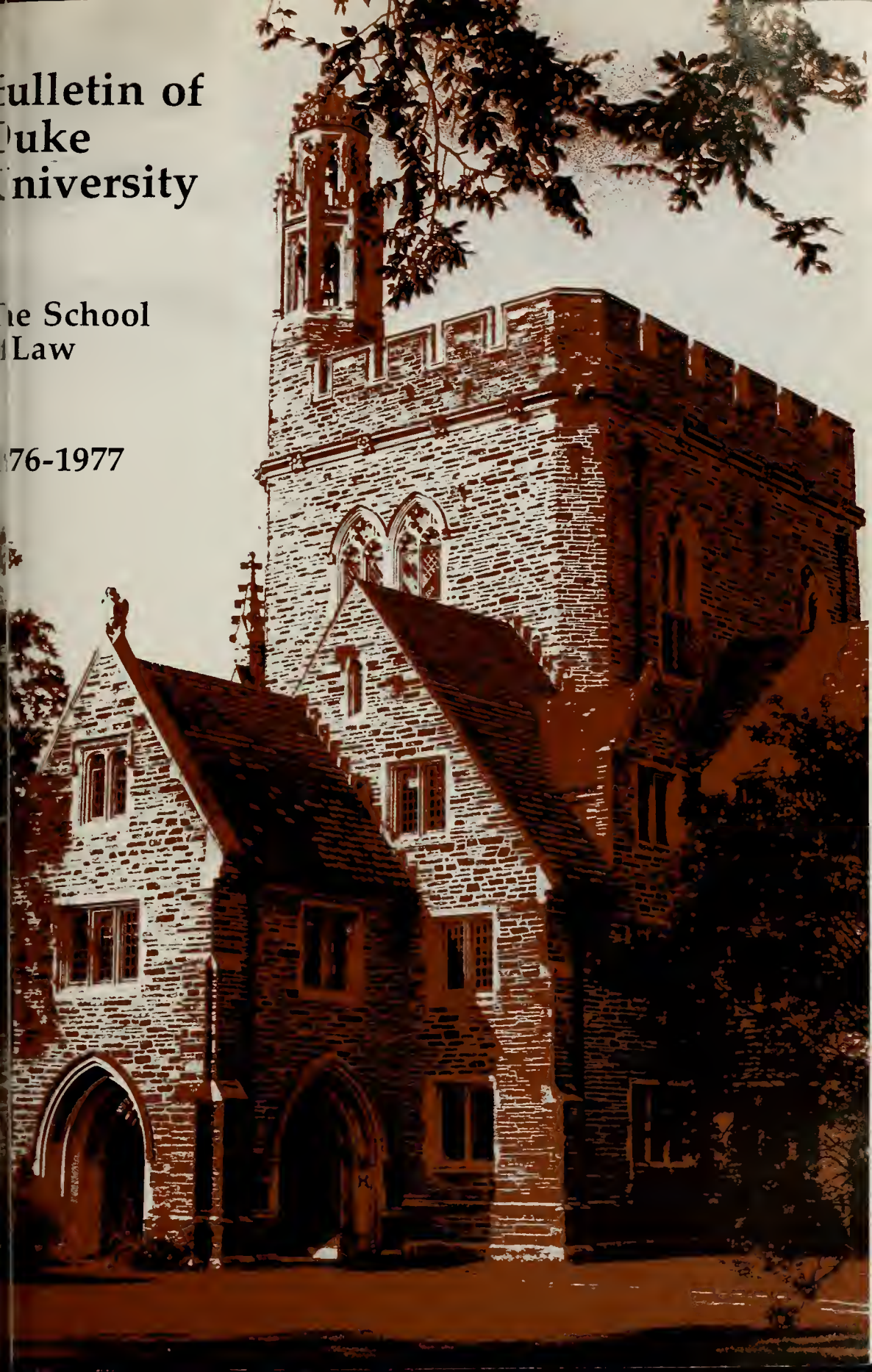
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1976-1977



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Calendar of the Law School

1976

August

- 23 Monday, 8:30 a.m.-12:30 p.m.—Registration for all students
- Monday, 8:00 a.m.—Classes begin for second- and third-year students
- Monday, 2:00 p.m.—Orientation for first-year students
- 24 Tuesday, 9:00 a.m.—Classes begin for first-year students

November

- 24 Wednesday, 6:00 p.m.—Thanksgiving holidays begin
- 29 Monday, 8:00 a.m.—Classes resume

December

- 7 Tuesday, 6:00 p.m.—Fall semester classes end for second- and third-year students
- 10 Friday, 9:00 a.m.—Fall semester examinations begin for second- and third-year students
- 11 Saturday, 12:00 noon—Fall semester classes end for first-year students
- 14 Tuesday, 9:00 a.m.—Fall semester examinations begin for first-year students
- 21 Tuesday, 6:00 p.m.—Fall semester examinations end

1977

January

- 3 Monday, 8:00 a.m.—Spring semester classes begin

March

- 5 Saturday, 12:00 noon—Spring vacation begins
- 14 Monday, 8:00 a.m.—Classes resume

April

- 21 Thursday, 6:00 p.m.—Spring semester classes end for third-year students
- 23 Saturday, 9:00 a.m.—Spring semester examinations begin for third-year students
- 23 Saturday, 12:00 noon—Spring semester classes end for first- and second-year students
- 25 Monday, 9:00 a.m.—Spring semester examinations begin for first- and second-year students

May

- 3 Tuesday, 6:00 p.m.—Spring semester examinations end for third-year students
- 5 Thursday, 6:00 p.m.—Spring semester examinations end for first- and second-year students
- 7 Saturday—Commencement exercises begin
- 8 Sunday—Commencement



University Administration

General Administration

Terry Sanford, J.D., LL.D., D.H., L.H.D., D.P.A., *President*
A. Kenneth Pye, LL.M., *Chancellor*
Frederic N. Cleaveland, Ph.D., *Provost*
Charles B. Huestis, *Vice President for Business and Finance*
William G. Anlyan, M.D., *Vice President for Health Affairs*
Juanita M. Kreps, Ph.D., *Vice President*
J. David Ross, J.D., *Vice President for Institutional Advancement*
Victor A. Bubas, B.S., *Vice President for Community Relations*
Stephen Cannada Harward, A.B., C.P.A., *Treasurer and Assistant Secretary*
J. Peyton Fuller, A.B., *Assistant Vice President and Controller*
Harold W. Lewis, Ph.D., *Vice Provost and Dean of Faculty*
John C. McKinney, Ph.D., *Vice Provost and Dean of the Graduate School*
John M. Fein, Ph.D., *Vice Provost and Dean of Trinity College of Arts and Sciences*
Ewald W. Busse, M.D., *Associate Provost and Director of Medical and Allied Health Education*
John Shytle, M.S., *Director Pro Tem of Duke Hospitals*
Frederick C. Joerg, M.B.A., *Assistant Provost for Academic Administration*
Anne Flowers, Ed.D., *Assistant Provost for Educational Program Development*
William J. Griffith, A.B., *Assistant Provost and Dean of Student Affairs*
William C. Turner, Jr., M.Div., *Assistant Provost and Dean of Black Affairs*
Richard L. Wells, Ph.D., *Assistant Provost and Associate Dean of Trinity College of Arts and Sciences*
Joel L. Fleishman, LL.M., *Vice Chancellor for Public Policy Education and Research; Director of Institute for Policy Sciences and Public Affairs*
Connie R. Dunlap, A.M.L.S., *Librarian*
William E. King, Ph.D., *University Archivist*
Clark R. Cahow, Ph.D., *University Registrar*
Olan Lee Petty, Ph.D., *Director of Summer Session*
Rufus H. Powell, LL.B., *Secretary of the University*
Charles Linn Haslam, J.D., *University Counsel*



Law Faculty

Anthony J. Bocchino, A.B., J.D., *Assistant Professor of Law*

A.B. 1969, Bucknell University; J.D. 1972, University of Connecticut. Lecturer in Law and Co-Director of Legal Clinic, University of Connecticut, 1972-1973; Visiting Professor of Political Science, Clark University, spring, 1973; Visiting Professor of Law, University of North Carolina, summer, 1974, 1976. Instructor in Law and Graduate Fellow in Clinical Education, Duke University, 1973-74; Assistant Professor of Law and Director of Clinical Studies, since 1974.



William D. Caffrey, B.S., M.A., J.D., *Adjunct Professor of Law*

B.S. 1950, Indiana State University; M.A., 1954, George Washington University; J.D. 1958, Duke University. General practice, 1958 to date; faculty, American Bar Association National Institute for Trial Advocacy, Boulder, Colorado, summer, 1973; Reno, Nevada, summer, 1974. Adjunct Professor of Law, Duke University, since 1968.





George C. Christie, A.B., J.D., S.J.D., Diploma in International Law, *Professor of Law*

A.B. 1955, J.D. 1957, Columbia University; S.J.D. 1966, Harvard University; Diploma in International Law, 1962, Cambridge University. General Practice, 1958-1960; Ford Fellow, Harvard Law School, 1960-1961; Fulbright Scholar, Cambridge University, 1961-1962; Associate Professor of Law, University of Minnesota, 1962-1965, Professor of Law, 1965-1966; Visiting Professor of Law, University of Michigan, summer, 1970; Visiting Professor of Law, University of Florida, summer, 1974; Assistant General Counsel for the Near East and South Asia, Agency for International Development, 1966-1967; Board of Editors, *American Journal of Legal History*; member, American Law Institute. Professor of Law, Duke University, since 1967.



Barry A. Currier, B.A., J.D., *Visiting Assistant Professor of Law*

B.A. 1968, University of California at Los Angeles; J.D. 1971, University of Southern California; Order of the Coif. Court Law Clerk, United States Court of Appeals for the District of Columbia Circuit, 1971-1972. General practice, 1972-1973; Assistant Professor of Law, University of Kentucky, since 1974. Visiting Assistant Professor of Law, Duke University, 1976-1977.



Walter E. Dellinger III, A.B., LL.B., *Professor of Law and Associate Dean*

A.B. 1963, University of North Carolina; LL.B. 1966, Yale University. Associate Professor of Law, University of Mississippi, 1966-1968; Law Clerk to Associate Justice Hugo L. Black, United States Supreme Court, 1968-1969; Visiting Professor of Law, University of Southern California School of Law, 1973-1974; Consultant and Draftsman, North Carolina Criminal Code Commission, since 1971. Associate Professor of Law, Duke University, 1969-1972; Professor of Law, since 1972; Associate Dean, since 1974.

Deborah A. DeMott, B.A., J.D., Assistant Professor of Law

B.A. 1970, Swarthmore College; J.D. 1973, New York University; Articles and Book Review Editor, *New York University Law Review*. Law Clerk to Judge Arnold Bauman, Southern District of New York, 1973-1974; general practice, 1974-1975. Assistant Professor of Law, Duke University, since 1975.



Robinson Oscar Everett A.B., LL.B., Professor of Law

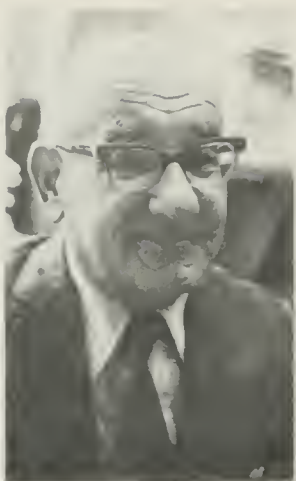
A.B. 1947, LL.B. 1950, Harvard University. Assistant Professor of Law, Duke University, 1950-1951; Military Service, Legal Officer in the Air Force, 1951-1953; Commissioner of the U. S. Court of Military Appeals, 1953-1955; general practice, since 1955; U. S. Senate Subcommittee on Constitutional Rights of the Committee on the Judiciary, Counsel, 1961-1964, Consultant, 1964-1966; Commissioner on Uniform Laws, 1962-1973; member of American Law Institute, since 1966. Visiting Associate Professor of Law, Duke University, 1956-1961; Adjunct Professor of Law, 1961-1966; Associate Editor, *Law and Contemporary Problems*, 1967-1974; Professor of Law, since 1967.



Joel L. Fleishman, A.B., J.D., M.A., LL.M., Professor of Law and Public Policy Sciences

A.B. 1955, J.D. 1959, M.A. 1959, University of North Carolina at Chapel Hill; LL.M. 1960, Yale University. Assistant to the Director, Walter E. Meyer Research Institute of Law, 1960-1961, Yale Law School; Legal Assistant to the Governor of North Carolina, 1961-1965; Director, 1965-1967, Yale Summer High School; Associate Provost for Urban Studies and Programs, Yale University, 1967-1971; Associate Chairman, Center for the Study of the City and Associate Director for Program Development, Institute of Social Science, Yale University, 1969-1971. Professor of Law and Policy Sciences; Director, Institute of Policy Sciences and Public Affairs; and Vice Chancellor for Education and Research in Public Policy, Duke University, since 1971.





Kazimierz Grzybowski, M.L.L., D.L.L., S.J.D., *Professor of Law and Political Science*

M.L.L. 1931, Doctor of Law and Political Science, 1934, University of Lwow; S.J.D. 1933, Harvard University. Associate Professor, School of Law and Graduate School of Diplomacy, University of Lwow, 1936-1939; Judge of the District Court of Lwow; Military Service, 1939-1948; Editor, Law Library, Library of Congress, Washington, D. C., 1951-1960; Consultant, Social Science Division, Rand Corporation, Santa Monica, California, 1960-1962; Visiting Professor, Michigan Law School, 1961-1962; Visiting Professor, Yale Law School, 1962-1963; Visiting Professor, Leiden University, Leiden, The Netherlands, 1963-1964; Visiting Professor, Strasbourg University, Strasbourg, France, 1967. Professor of Law and Senior Research Associate, Rule of Law Research Center, Duke University Law School, since 1964.



C. L. Haslam, A.B., J.D., *University Counsel and Adjunct Professor of Law*

A.B. 1965, Princeton University; Certificate of Advanced European Political Studies 1966, College of Europe; J.D. 1969, Duke University. Research Scholar, The Hague Academy of International Law, 1968; Assistant Professor of Political Science, Virginia Polytechnic Institute and State University, 1969-1972; Associate Secretary and Associate Counsel, American Association of University Professors, 1972-1974. University Counsel, Duke University, since 1974; Adjunct Professor of Law, Duke University, since 1976.



Clark C. Havighurst, A.B., J.D., *Professor of Law*

A.B. 1955, Princeton University; J.D. 1958, Northwestern University. Military Service, 1958-1960; Research Associate, Small Business Studies, Duke University, 1960-1961; general practice, 1961-1964; Visiting Associate Professor of Law, Stanford University, spring, 1968; Visiting Professor of Law, Northwestern University, spring 1970; Editor, *Law and Contemporary Problems*, 1965-1970; Scholar in Residence, Institute of Medicine (National Academy of Sciences), 1972-1973; World Health Organization Fellow, summer, 1976; Director, Program on Legal Issues in Health Care, since 1969. Associate Professor of Law, Duke University, 1964-1968; Professor of Law, since 1968.

Walter T. Johnson, B.S., J.D., Adjunct Professor of Law

B.S. 1961, North Carolina Agricultural and Technical State University; J.D. 1964, Duke University School of Law. Military Service, Legal Officer in U.S. Air Force, 1965-1968; JAG Officer, 1965-1968; Assistant District Attorney, Superior Court of Guilford County, 1968-1969; private practice, since 1968; Chairman, North Carolina Inmate Grievance Commission; member, Board of Governors, North Carolina Bar Association; member, Board of Directors, North Carolina School Board's Association; member, Board of Trustees, University of North Carolina at Greensboro; member, Greensboro Board of Directors, North Carolina National Bank; Chairman, School Board of Greensboro, North Carolina. Adjunct Professor of Law, Duke University, since 1973.



Douglas A. Kahn, B.A., J.D., Visiting Professor of Law

B.A. 1955, University of North Carolina; J.D. 1958, George Washington University; Case Editor, *George Washington Law Review*; Order of the Coif. United States Department of Justice, Civil Division and Tax Division, 1958-1962; general practice, 1962-1964. Visiting Professor of Law, Stanford University, fall 1973. Assistant Professor of Law, University of Michigan, 1964-1967; Associate Professor of Law, 1967-1969; Professor of Law, since 1969. Visiting Professor of Law, Duke University, spring, 1977.



David L. Lange, B.S., LL.B., Professor of Law and Professor of Law and Public Policy Sciences, General Editor and Chairman of the Editorial Committee, Law and Contemporary Problems

B.S. 1960, LL.B., 1964, University of Illinois. Production Coordinator, Television-Motion Picture Department, University of Illinois, 1959-1961; General Counsel, Mass Media Task Force, National Commission on the Causes and Prevention of Violence, 1968-1969; private practice, 1964-1971; Visiting Associate Professor of Law, Northwestern University School of Law, summer, 1972. Editor, *Law and Contemporary Problems*, since 1976. Associate Professor of Law, Duke University, 1971-1974; Professor of Law, Professor of Law and Public Policy Sciences, since 1974; Chairman of the Center for the Study of Communications Policy, 1974-1976.





Arthur Larson, A.B., M.A., B.C.L., J.D., D.C.L., LL.D., L.H.D.,
James B. Duke Professor of Law and Director of Rule of Law Research Center

A.B. 1931, LL.D. 1953, Augustana College; M.A. (Juris), 1938, B.C.L. 1957, D.C.L. 1957, Oxford University; Fellow of Pembroke College, Oxford. General practice, 1935-1939; Assistant Professor of Law, University of Tennessee, 1939-1941; Division Counsel, Office of Price Administration, 1941-1944; Chief, Scandinavian Branch, Foreign Economic Administration, 1944-1945; Associate Professor, Cornell Law School, 1945-1948; Professor of Law, 1948-1953; Fulbright Fellow, London School of Economics, 1952; Dean, University of Pittsburgh Law School, 1953-1954; Knapp Professor of Law, University of Wisconsin School of Law, 1958; Undersecretary of Labor, 1954-1956; Director, U. S. Information Agency, 1956-1957; Special Assistant to the President, 1957-1958; Special Consultant to the President, 1958-1961; Consultant to the President on Foreign Affairs, 1964-1968; Consultant to the State Department on International Organizations, 1963-1969. Professor of Law and Director of Rule of Law Research Center, Duke University, since 1958; James B. Duke Professor of Law, since 1975.



Norman Lefstein, LL.B., LL.M., *Visiting Associate Professor of Law*

LL.B. 1961, University of Illinois; Order of the Coif; LL.M. 1964, Georgetown University. Assistant United States Attorney for the District of Columbia, 1964-1965; Project Director, National Council of Juvenile Court Judges, 1965-1968; Deputy Director, Public Defender Service for the District of Columbia, 1969-1972; Director, 1972-1975. Adjunct Professor of Law, Georgetown University, 1975. Associate Professor of Law, University of North Carolina, since 1975. Visiting Associate Professor of Law, Duke University, fall, 1976.



Betsy Levin, A.B., LL.B., *Professor of Law*

A.B. 1956, Bryn Mawr College; LL.B., 1966, Yale University; Topics Editor, *Yale Law Journal*. Research Geologist, U. S. Geological Survey, 1956-1966; Law Clerk to Judge Simon E. Sobeloff, U. S. Court of Appeals for the Fourth Circuit, 1966-1967; White House Fellow and Special Assistant to Ambassador Arthur J. Goldberg, U. S. Mission to the United Nations, 1967-1968; Senior Research Staff, The Urban Institute, 1968-1970; Director of Education Studies, The Urban Institute, 1970-1973; Guest Lecturer in Law, Yale Law School, spring, 1970; Adjunct Professor of Law, Georgetown University Law Center, 1970-1973. Associate Professor of Law, Duke University, 1973-1976; Professor of Law, since 1976; on leave, 1976-1977.

Charles H. Livengood, Jr., A.B., J.D., *Professor of Law*

A.B. 1931, Duke University; J.D. 1934, Harvard University. General practice, 1934-1940, 1945-1948; Regional Attorney for the Seventh Region, Wage and Hour Division, U. S. Department of Labor, 1940-1941; Chief of the Wage-Hour Section, Office of the Solicitor of Labor, 1941-1942; Visiting Professor of Law, University of North Carolina, summer, 1948, 1967-1968, George Washington University, summer, 1949, 1956; Fulbright Lecturer, University of Sydney, Australia, 1958-1959; member, American Law Institute, since 1947; Consultant, U. S. Senate Subcommittee on Labor-Management Relations, 1950; Associate Editor, *Journal of Legal Education*, 1951-1952; public member, Wage Stabilization Board, Region III, 1952-1953; member, National Academy of Arbitrators, since 1953; member, North Carolina General Statutes Commission, since 1966, Chairman, since 1970; Secretary, Section of Labor Relations Law, American Bar Association, 1967-1968; Lecturer in Law, Duke University, 1946-1948; Associate Professor of Law, 1948-1951; Professor of Law, since 1951.



Pamela G. Luther, B.A., J.D., *Assistant Professor of Law*

B.A. 1970, University of North Carolina; J.D. 1973, Duke University; Order of the Coif, Articles Editor, *Duke Law Journal*. General practice, 1973-1975, Assistant Professor of Law, Duke University, since 1975.



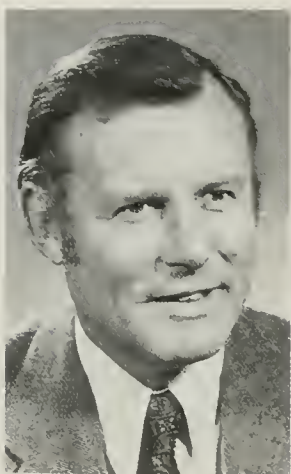
Addison Mueller, B.A., LL.B., *Visiting Professor of Law*

B.A. 1931, University of Wisconsin; LL.B. 1943, Yale University; Order of the Coif. Fulbright Lecturer, Waseda University, Tokyo, 1962; Visiting Professor, Institute of Comparative Law, Mexico, Distrito Federal, 1965. Vice-Chairman, University-Wide Academic Senate of the University of California, 1969-1970, Chairman, 1970-1971. Assistant Professor of Law, Yale University, 1945; Associate Professor of Law, 1947-1951; Professor of Law, 1951-1958. Professor of Law, University of California at Los Angeles, since 1958. Visiting Professor of Law, Duke University, 1976-1977.





Joel Francis Paschal, A.B., LL.B., A.M., Ph.D., *Professor of Law*
 A.B. 1935, LL.B. 1938, Wake Forest College, A.M. 1942, Ph.D. 1948, Princeton University. Instructor in Law, Wake Forest College, 1939-1940; USNR, 1942-1946; Instructor, Princeton University, 1946-1947; Research Director, North Carolina Commission for the Improvement of the Administration of Justice, 1947-1949; general practice, 1949-1954; Visiting Professor of Law, Duke University, 1952-1953, University of North Carolina, spring semester, 1956, fall semester, 1966. Associate Professor of Law, Duke University, 1954-1959; Professor of Law, since 1959.



E. K. Powe, A.B., J.D., *Adjunct Professor of Law*
 A.B. 1948, J.D. 1950, University of North Carolina. Military Service, 1942-1946; Representative, North Carolina General Assembly, 1955-1957; member, North Carolina General Statutes Commission, 1956-1960; member, the Fourteenth Judicial District Bar, President, 1969-1970; member, the North Carolina and American Bar Associations; member, North Carolina State Bar, Councilor, since 1970; member, American Judicature Society. Adjunct Professor of Law, Duke University, since 1972.



Mary Kathleen Price, B.A., M.S., J.D., *Associate Professor of Law and Law Librarian*
 B.A. 1963, University of Florida; M.S. (Library Science) 1967, Florida State University; J.D. 1973, University of Illinois; Book Review Editor, *University of Illinois Law Forum*. Assistant Law Librarian, University of Alabama School of Law Library, 1967-1970; Assistant Law Librarian, University of Illinois College of Law Library, 1970-1973; Head, Reference and Documents Department, Instructor in Legal Bibliography, Graduate Library School, University of Illinois, 1970-1973; Editor, *University of Illinois Law Library Bibliographies and Research Aids*, 1970-1973; general practice, 1973-1975; Chicago Bar Association, Library Committee, 1973-1975; American Bar Association Section of Patent, Copyright and Trademark Law, since 1973. Associate Professor of Law and Law Librarian, Duke University, since 1975.

A. Kenneth Pye, B.A., J.D., LL.M., *Chancellor of Duke University Professor of Law, and Dean*

B.A. 1951, University of Buffalo; J.D. 1953, LL.M. 1955, Georgetown University. Military Service, 1953-1955; Professor of Law, Georgetown University, 1955-1966, Associate Dean, 1961-1966; Visiting Professor of Law, Johann Wolfgang Goethe University, Germany, summer, 1959; Duke University, spring, 1965; University of North Carolina, spring, 1968; Banaras Hindu University, India, 1966-1967; Loyola University, Los Angeles, summer, 1972; Monash University, Australia, fall, 1974. Program Specialist in Legal Education, The Ford Foundation (India), 1966-1967; Associate Director, Association of American Law Schools Orientation Program in American Law, summer, 1965, Director, 1967-1968; President-Elect, Association of American Law Schools, 1976. Professor of Law, Duke University since 1966; Dean, School of Law, 1968-1970; Chancellor of Duke University, 1970-1971, 1976-1977; University Counsel, 1971-1974; Dean, since 1973.



William Arneill Reppy, Jr., A.B., J.D., *Associate Professor of Law*

A.B. 1963, J.D. 1966, Stanford University. Law Clerk, The Honorable Raymond E. Peters, Supreme Court of California, 1966-1967; Law Clerk to Associate Justice William O. Douglas, United States Supreme Court, 1967-1968; private practice, 1968-1971; Visiting Assistant Professor of Law, University of Michigan, summer, 1973. Assistant Professor of Law, Duke University, 1971-1973; Associate Professor of Law, since 1973; on leave, 1976-1977.



Lawrence Rosen, B.A., M.A., Ph.D., J.D., *Associate Professor of Anthropology and Adjunct Associate Professor of Law*

B.A. 1963, Brandeis University; M.A. 1965, Ph.D. 1968, J.D. 1974, University of Chicago, Editorial Board, *University of Chicago Law Review*. Fellow of American Anthropological Association; Fellow of Middle East Studies Association of North America; Editorial Board, *Law and Contemporary Problems*; Advisory Editor, *Cultural Anthropology*, *Abstracts in Anthropology*; Board of Editors, *African Law Studies*; Woodrow Wilson Fellow, Yale University, 1963-1964; Assistant Professor of Anthropology and Fellow in the Center for Advanced Study, University of Illinois, 1968-1969; Research Assistant, Committee for the Comparative Study of New Nations, University of Chicago, 1969-1970; member, Institute for Advanced Study, Princeton, N. J., 1970-1971; Russell Sage Foundation Resident in Law and Society, University of Chicago Law School, 1971-1973. Associate Professor of Anthropology, Duke University, since 1974; Adjunct Associate Professor of Law, since 1975.





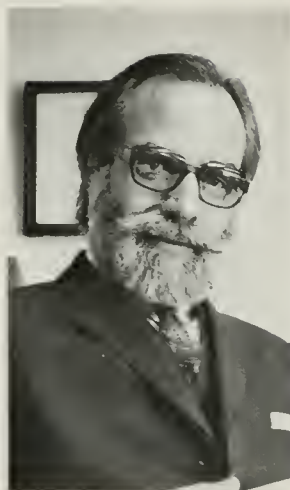
Thomas D. Rowe, Jr., B.A., B.Phil., J.D., Associate Professor of Law

B.A. 1964, Yale University; B.Phil. 1967, Oxford University; J.D. 1970, Harvard University; Note and Supreme Court Note Editor, *Harvard Law Review*. Law Clerk to Associate Justice Potter Stewart, United States Supreme Court, 1970-1971; Assistant Counsel, U. S. Senate Subcommittee on Administrative Practice and Procedure, 1971-1973; general practice, 1973-1975. Associate Professor of Law, Duke University, since 1975.



Cynia B. Shimm, A.B., M.D., Visiting Assistant Clinical Professor of Psychiatry

A.B. 1946, Cornell University; M.D. 1950, Yale University. Diplomate, American Board of Psychiatry and Neurology (Psychiatry); private practice of psychiatry, since 1968; Assistant Instructor, University of North Carolina-Duke University Psychoanalytic Institute, 1971-1975. Assistant Clinical Professor of Psychiatry, Duke Medical Center and Visiting Assistant Clinical Professor of Psychiatry, Duke Law School, since 1974.



Melvin G. Shimm, A.B., LL.B., Professor of Law, American Editor, Journal of Business Law, Faculty Advisor, Duke Law Journal, and Legal Research Program

A.B. 1947, Columbia University; LL.B. 1950, Yale University. Second Lieutenant FA (AUS), 1943-1946; general practice, 1950-1951; Counsel, Wage Stabilization Board, 1951-1952; Bigelow Fellow, University of Chicago Law School, 1952-1953; Editor, *Law and Contemporary Problems*, 1955-1961, 1974-1976; Editor, *Journal of Legal Education*, 1955-1963; American Editor, *Journal of Business Law*, 1955-1961; Visiting Associate Professor of Law, New York University, summer, 1957; Visiting Professor of Law, University of Southern California, summer, 1965, University of North Carolina, spring 1970, University of Michigan, spring, 1973, University of Texas, summer, 1976; faculty member, Association of American Law Schools Orientation Program in American Law, summer, 1966, Director, 1968-1970; Senior Legal Consultant, The Brookings Institution, 1965-1968. Assistant Professor of Law, Duke University, 1956-1959; Associate Professor of Law, 1956-1959; Professor of Law, since 1959.

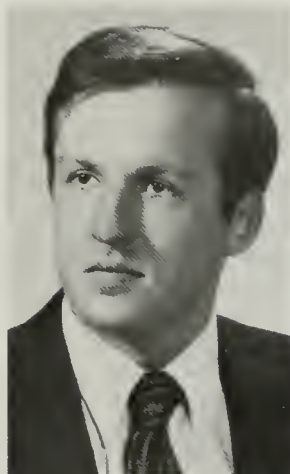
Bertel M. Sparks, B.S., LL.B., LL.M., S.J.D., *Professor of Law*

B.S. 1938, Eastern Kentucky University; LL.B. 1948, University of Kentucky; LL.M. 1949, S.J.D. 1955, University of Michigan. Special Agent, U. S. Army Counterintelligence Corps, 1941-1945; Instructor in Law, New York University, 1949-1950, Assistant Professor of Law, 1950-1952, Associate Professor of Law, 1952-1954, Professor of Law, 1954-1967. Visiting Professor of Law, University of Michigan, summer, 1956, University of Kentucky, summer, 1957. Visiting Professor of Law, Duke University, 1966-1967; Professor of Law, since 1967.



Otto G. Stolz, B.S., LL.B., *Professor of Law*

B.S. 1963, Stevens Institute of Technology; LL.B. 1966, University of Virginia Law School; Editorial Board, *Virginia Law Review*; diplomate, L'Institut des Hautes Etudes Internationales, Geneva, Switzerland. Harriman Fellow, 1966-1967; private practice, 1968-1971; Special Counsel to the Undersecretary of the Treasury, 1971-1972; Consultant, U. S. Department of Treasury; Assistant Secretary, U. S. Department of Housing and Urban Development, 1974-1975. Associate Professor of Law, Duke University, 1972-1974; Professor of Law, since 1974.



William W. Van Alstyne, B.A., J.D., LL.D. *William R. Perkins Professor of Law*

B.A. 1955, University of Southern California; J.D. 1958, Stanford University; Certificate, Hague Academy of International Law, 1961; LL.D. 1976, Wake Forest University; California Department of Justice, 1958; U. S. Department of Justice, 1958-1959; Assistant Professor, Ohio State University College of Law, 1959-1961, Associate Professor, 1961-1964, Professor, 1964-1965; Visiting Associate Professor of Law, Duke University, spring, 1964, University of California at Los Angeles, summer, 1964; Senior Fellow, Yale Law School, 1964-1965; faculty, Orientation Program in American Law, Princeton University, summer, 1967; Visiting Professor of Law, University of Mississippi, summer, 1968, Stanford University, spring, 1969, University of Denver Law Center, summer, 1969, University of Pennsylvania, spring, 1973; American Civil Liberties Union National Board of Directors, since 1970; President, American Association of University Professors, since 1974. Professor of Law, Duke University, 1965-1973; William R. Perkins Professor of Law, since 1973.





John C. Weistart, A.B., J.D., *Professor of Law*

A.B. 1965, Illinois Wesleyan University; J.D. 1968, Duke University; Editor-in-Chief, *Duke Law Journal*, 1968; Order of the Coif. Law Clerk to Justice Walter V. Schaefer, Supreme Court of Illinois, 1968-1969; Editor, *Law and Contemporary Problems*, 1970-1973; American Developments Editor, *Journal of Business Law* (London), 1969-1973; Visiting Professor of Law, University of California at Los Angeles, spring, 1974. Associate Professor of Law, Duke University, 1972-1973; Professor of Law, since 1973. On leave, spring, 1977.

Emeriti

W. Bryan Bolich, A.B., B.A. (Juris), M.A., B.C.L., *Professor Emeritus of Law*

A.B. 1917, Duke University, Duke University Law School, 1919-1921; B.A. (Juris) 1923, B.C.L. 1924, M.A. 1928, Oxford University. General practice, 1924-1927; member, North Carolina House of Representatives, 1927; Legal Attaché, American Embassy, Rome, 1950; Visiting Professor of Law, University of North Carolina, summer, 1951, 1955; Visiting Professor of Law, University of Houston, spring, 1957. Professor of Law, Duke University, 1927-1966; Professor Emeritus of Law, since 1966.

John S. Bradway, A.B., A.M., LL.B., LL.D., *Professor Emeritus of Law*

A.B. 1911, A.M. 1915, LL.D. 1957, Haverford College; LL.B. 1914, University of Pennsylvania. General practice, 1914-1929; Legal Aid Society of Philadelphia, 1914-1920; Chief Counsel, Philadelphia Legal Aid Bureau, 1920-1922; Secretary, National Association of Legal Aid Organizations, 1923-1940, President, 1940-1942; Visiting Professor of Law and Director of the Legal Aid Clinic, University of Southern California, summer, 1928; Professor of Law and Director of the Legal Aid Clinic, University of Southern California, 1929-1931; Vice President, North Carolina Bar Association, 1945-1946; Visiting Professor, University of North Carolina School of Social Work, 1949-1959. Professor of Law and Director of the Legal Aid Clinic, Duke University, 1931-1959; Professor Emeritus of Law, since 1959.

Edwin C. Bryson, LL.B., *Professor Emeritus of Law*

University of North Carolina, 1922-1925; Duke University, 1932-1933; LL.B. 1937, University of Oregon. General practice, 1927-1930. Assistant to Duke University Legal Aid Clinic, 1931-1947. Duke University Counsel, 1945-1971; Associate Professor of Law, 1947-1954; Professor of Law, 1954-1971, Professor Emeritus of Law, since 1971.

Elvin R. Latty, B.S., J.D., J.Sc.D., *William R. Perkins Professor of Law Emeritus and Dean Emeritus*

B.S. 1923, Bowdoin College; J.D. 1930, University of Michigan; J.Sc.D. 1936, Columbia University. Instructor in Romance Languages, University of Vermont, 1923-1927; general practice, 1930-1933; Special Fellow, Columbia University, 1933-1934; Associate Professor of Law, University of Kansas, 1934-1935; Professor of Law, University of Missouri, 1935-1937; Visiting Professor of Law, George Washington University, summer, 1937; Stanford University, summer, 1938; University of North Carolina, summer, 1942, 1947, 1949, 1956; University of Texas, summer, 1951; University of Puerto Rico, spring, 1968; University of Florida, summer, 1970; Fulbright Lecturer, University of Pavia, Italy, 1954; Special Assistant to the American Ambassador, Caracas, 1942-1943; Acting Assistant Chief, Foreign Funds Control Division, United States Department of State, 1943. Professor of Law, Duke University, since 1937; Dean, School of Law, 1958-1966; William R. Perkins Professor of Law Emeritus and Dean Emeritus, since 1973.

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Beth Mobley, B.S., M.S. in L.S., *Assistant Law Librarian, Technical Services*
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Sarah Shaber, B.A., *Library Assistant*

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Peggy House, *Staff Assistant*
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Scholar in Residence

John W. Halderman

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Law and Contemporary Problems

David L. Lange, *General Editor*
Amy H. Gery, *Senior Editorial Assistant*

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Betsy Levin (Law)
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James Vaupel (Institute of Policy Sciences and Public Affairs)
John C. Weistart (Law)
Melvin G. Shimm (Law)



General Information



History

Union Institute, founded in 1838, later became Trinity College, which in turn formed the nucleus around which Duke University developed. The teaching of law as part of a cultural education began at Duke in 1850 and as part of a professional education in 1868 with the establishment of the Department of Law of Trinity College.

The School of Law of Trinity College was founded in 1904. Samuel Fox Mordecai organized the School and was its Dean until his death in 1927. The establishment of the School of Law set a new standard in southern legal education. Duke was the first southern law school to require college work as preliminary to the study of law. The case method was used as the basis of instruction and the completion of three years of resident study was required for the LL.B. degree.

In 1924, James B. Duke established The Duke Endowment, and Duke University came into being. The ideas of the founder with reference to the University and its education of lawyers were expressed in the Indenture establishing The Duke Endowment:

I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees, and faculty men of such outstanding character, ability, and vision as will insure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination, and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers, and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind. . . .

During its early years the Law School expanded from twenty-five students and three professors in 1924-1925 to fifty-five students and five professors in 1929-1930. During the 1930s, enrollment stabilized at about one hundred students with thirteen faculty members until 1941 when World War II caused a dramatic drop.

During the 1930s, the Duke Law School was reorganized and the curriculum and professional activities were broadened. Its objectives, the nature of its curriculum and resources, and the quality and states of origin of its students and faculty distinguished it as a national law school.

Since World War II the Law School has been characterized by a distinguished faculty, an outstanding student body, a broad curriculum and excellent physical facilities.

Throughout its history the Law School has emphasized quality rather than quantity in its student body. Each fall it seeks a class of 150 to 170 students selected from over 2,500 applicants.

The Duke Law School is approved by the American Bar Association and is a member of the Association of American Law Schools.

Nature of the School

The nature and character of a school are determined by the people who compose it, their aims and methods, and the extent to which they achieve their objectives.

The Faculty. The members of the faculty are varied in outlook, in philosophy, and in political views. Their different backgrounds, ages, and range of experience serve to provide a balanced perspective and to ensure that the Law School will continue to develop as a dynamic yet stable institution.

The primary goal of the faculty is to educate students to become effective lawyers. Their common concern is to assist students to realize their potential not only as lawyers but as individuals and as useful citizens in a complex and changing society. The faculty seeks to make legal education at Duke a cooperative venture between students and professors. One of the traditions of the Law School is to foster rapport between faculty and students. The present student-faculty ratio at Duke is less than twenty to one, which is one of its greatest assets. The welfare of each student enrolled in the Law School is important to the faculty.

The Students. Students at Duke come from colleges and universities throughout the United States, creating a diverse student body with varied backgrounds and interests. They have achieved outstanding undergraduate records before beginning their study of law at Duke.

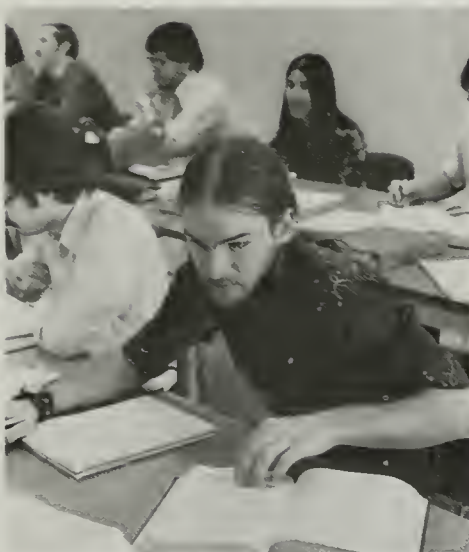
Minority group students and women are especially encouraged to apply for admission.

Purposes

The primary goals of the Duke Law School are instruction, research, and public service. The primary instructional purpose of the School is to educate its graduates to perform the roles that lawyers perform, and will perform, in our society. The fundamental aims of the School set forth in the early 1900s are still relevant:

The Duke Law School strives to give such training in the fundamental principles of law as is necessary to a right and successful practice of the profession in the commonwealths of this nation; to awaken in young students of law faith in, and admiration for, the profession; to develop in them a lively sense of honor and justice; and to fit them in moral character for the delicate duties which belong to this ancient and noble profession.

The profession of law affords varied careers, and Duke Law School provides thorough preparation for specialization in any branch of the law. A number of Law School graduates have chosen to engage in private practice in firms of different size, in metropolitan centers and small towns, representing clients—



wealthy and poor, corporate and individual, public and private. Other graduates have selected public service careers, advising and representing governmental agencies at federal, state, and local levels. Other Duke Law School graduates have excelled in business, education, and in other fields.

American law has expanded and changed at a rapid pace in this century and the rate of change will not diminish. Law careers in the future promise to be even more varied. As the national scene changes the Law School, too, will change in order to educate lawyers capable of structuring and implementing the legal institutions of the future.

Methods

A law school of Duke's size is particularly well-adapted to the use of the case method, the teaching of actual and hypothetical cases by Socratic discussion between students and instructors. Most first-year courses and many upperclass courses are taught by this method. Other courses utilize problems, lecture, and discussion where appropriate.

Every student at Duke undertakes one course in his first year in a section in which approximately twenty-five students are enrolled. In this section the student has the opportunity of frequent recitation and discussion. Attached to each "small section" is a research and writing component which enables a student to develop basic skills in legal research and writing under the supervision of a member of the faculty who is charged with the responsibility of reading and commenting upon a series of written assignments.

The Law School seeks to have the student acquire knowledge and comprehension not only of legal doctrine, but of judicial process and of the social, economic, and political problems with which law and lawyers must deal. The method of instruction employed compels analysis of judicial opinions and inquiry into the nonlegal as well as the legal considerations which underlie them. In appropriate courses, special consideration is given to the work of legislative and administrative agencies of government. In recognition of the increasing importance of the role of the lawyer in representing private interests before government agencies and in government service, a broad program is offered in the public law field. Opportunity for creative student work is provided by seminar courses and supervised individual study and research. Courses and seminars dealing with consumer protection, race and sex discrimination, civil rights, criminal procedure, land use planning, and the environment bring the student into contact with major problems facing the country today.

A carefully integrated series of courses is designed to give students actual experience in the work of lawyers. Legal research and writing, moot court work and procedure in the first year are followed in the second and third years by courses, seminars, and co-curricular activities emphasizing trial techniques, legal planning and drafting, professional responsibility, and the development of varied skills and approaches. A student bar association affords a means whereby the student may become acquainted with the professional organizations through which a lawyer may and should contribute to the well-being of the profession.

Resources for Study

The Law Building. The present Law School building was completed and occupied in September, 1962. Located just off the Gothic core of the West Campus, the building is of modified Georgian architecture. It reflects a notable characteristic of the School—a high ratio of facilities to students admitted. Despite long-range plans to keep the student body moderate in size, the general spaciousness, number of classrooms and seminar rooms, seating capacity in the library reading room, library stack spaces, student carrels, student lockers, student lounge areas, faculty offices, quarters for legal publications, special quarters for institutional studies, and the courtroom are of proportions ordinarily associated with a far larger student body. The building consists of a classroom wing and a library and administrative wing, with faculty offices and student activities in both areas.

Law Library. Students who decide to study and practice law should be aware that many working hours throughout their careers will be spent in law libraries.

There they will study and research relevant points of law, write briefs and memoranda, draft pleadings and documents, prepare legal arguments and do much of their professional thinking.

Modern legal research is a formidable task requiring knowledge of legal literature and skill in its application. It is for this reason that law libraries perform such an important function in the process of legal education. In addition to being repositories of legal materials, they are the testing grounds for the intensive and highly competitive education of law students.

The Law Library of Duke University is designed for the express purpose of lending optimum support to the advancement of an outstanding legal education. Through a careful application of its many facilities, including one of the largest collections of legal materials in the United States, the Library encourages every student to make full use of its resources for study requirements as well as independent research.

The efforts of the Law Library to provide maximum service are reflected in the long hours of daily operation, accessible stack areas, a continuous reference service, and maintenance of an excellent reserve collection. Space within the Library is sufficient to accommodate the entire student body at one time.

During the last fifty years, the Law Library collection has grown from less than 4,000 to approximately 200,000 volumes, in addition to large numbers of pamphlets, documents, and microfilm materials. Work is in progress to expand both the size and nature of the collection.

The main core of the collection consists of substantially all reported decisions of the federal, state, and territorial courts of the United States and the courts of Great Britain and other Commonwealth countries. It includes also the constitutions, codes, statutes, and subsidiary legislative publications of all of these jurisdictions, as well as many digests, indices, bibliographies, and other tools for effective research into every legal system in the English language. A large section of the Library collection is devoted to treatises on all phases of law and legal science, supplemented by works in the fields of history, economics, government, and other social and behavioral sciences relevant to legal research. There are special collections in foreign law, international law,





and international business law. Selected documents and pamphlet materials are kept on file. The Library maintains complete subscriptions to most current legal periodicals of general interest printed in the English language, many non-legal periodicals and many major legal periodicals published in foreign languages.

The Law Library is supplemented by the Perkins Library with its general collection of over two million volumes, including works on law and related subjects, and its special collection of domestic and international documents.

The Law Library is an autonomous unit of the University library system, whose administrators are directly responsible to the Dean of the Law School. It is staffed by the Law Librarian, a member of the faculty, who is assisted by a staff of specialists.

The Rule of Law Research Center. In the fall of 1958, the Duke Law School established its Rule of Law Research Center with Professor Arthur Larson as its director.

The center's principal activity during the sixties was research and publication on questions of law and international organization bearing on security, peace, disarmament, and world order. More recently, its efforts have also concentrated on race relations, population problems, and employment discrimination.

Facilities for the Handicapped. Duke Law School has anticipated many difficulties which might impede the work of otherwise qualified handicapped law students. Special parking spaces immediately in front of the Law School can be arranged. Inside and outside ramps have been constructed to facilitate access

by students in wheelchairs. In addition, there is an elevator in the building. Blind students are guided between classes by voluntary student guides. Similar provisions will be made as necessary for other handicapped students admitted to the Law School.

Publications

Law and Contemporary Problems. For forty-two years the Law School has published the faculty-edited quarterly *Law and Contemporary Problems*. The journal is distinctive among professional legal publications in both its format and content. Each issue is devoted to a symposium on a particular topic of contemporary interest. These topics are approached from an interdisciplinary perspective with contributions by lawyers, scholars in other disciplines, and public officials. Recent symposia have dealt with such diverse topics as The Courts, Social Science, and School Desegregation; Children and the Law; Federal Taxation and Charitable Organizations; and The American Indian and the Law. In the near future, symposia will be devoted to such topics as Presidential Power: The Desirability and Modes of Constraining It; Vital Decisions: When and How Should the Government Influence Mortality; Growth Policy; Criminal Process in the Seventies; and Public Employees.

The quarterly, currently under the editorial direction of an interdisciplinary faculty committee, is widely distributed, and its subscribers include general university libraries, governmental agencies, and foreign educational institutions, as well as the more traditional law libraries and law firms. Through an arrangement with Oceana Publications, Inc., selected issues of the journal are reprinted in hard cover as part of a series known as the *Library of Law and Contemporary Problems*. Students at the Law School are employed as editorial assistants.

Duke Law Journal. The *Duke Law Journal* is a student-edited publication printed six times a year. It contains about 1,300 pages, one half of which are written by members of the *Journal*. The rest of the articles are submitted by practicing attorneys, professors, and judges. All material is edited by an executive committee of ten student editors who are members of the third-year class.

Second- and third-year law students are eligible to join the *Journal*, and membership on the staff is by invitation. About 60 percent of the staff members are invited to join because of their academic performances during the first year of law school. The other members of the staff are selected on the basis of their demonstrated ability to write about legal topics. The students can participate in the Contributor Program writing competition or in the Voluntary Writing Program to demonstrate their writing skills. After one year, staff members become members of the Editorial Board.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of race, color, national and ethnic origin, or sex, in the administration of educational policies, admission policies, financial aid, employment or any other university program or activity. It admits qualified students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students.



Program Information



Juris Doctor Degree

Upon favorable recommendation of the faculty, the degree of Juris Doctor (J.D.) will be conferred upon students who have successfully completed six semesters of law study in residence at Duke. Two semesters of law study undertaken at another accredited American law school may be counted toward the required total if the final two semesters (exclusive of a summer session) and a minimum of 54 semester hours of law study are undertaken at Duke. Students are not permitted to accelerate graduation by attending summer school.

A student shall be deemed to have successfully completed six semesters of law study if, during a minimum of ninety academic weeks, he has completed the following requirements:

1. A passing grade in courses aggregating 84 semester hours;
2. A grade not requiring repetition in every required course; and
3. A grade point average of at least 1.80 on a 4.0 scale and be in good standing under the rules defining probationary status (see page 32).

Bachelor of Laws Degree

Upon favorable recommendation of the faculty, the degree of Bachelor of Laws (LL.B.) will be conferred upon students who have successfully completed all of the requirements listed above as necessary for the Juris Doctor degree but who do not possess a baccalaureate degree prior to completion of the program of study for the Juris Doctor degree.

Joint Degrees

Combined Medical-Law Degree. The School of Medicine and the School of Law of Duke University jointly sponsor a program of combined medical and legal education. The program provides an opportunity to acquire a full basic education in both medicine and law during a six-year course of integrated study in the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.D. and the J.D. degrees.

The Duke M.D.-J.D. program seeks to develop a professional who is well-grounded both in law and medicine and who can function in areas of overlap between the two disciplines. While the traditional meeting ground between law and medicine has been in the courtroom in connection with personal injury and malpractice litigation, entirely new areas of medical-legal interaction have developed in recent years. The program emphasizes legislative and regulatory developments concerning the practice of medicine, the role of law in structuring

health care delivery systems and in defining the rights and responsibilities of the participants therein.

Specific matters which M.D.-J.D. graduates might address include rehabilitative problems in criminal law, the "right to treatment" of persons involuntarily hospitalized for mental disorders, developments in the regulation of the medical and allied health professions, governmental provision of health insurance for the aged and care for the indigent, the regulation of the drug industry, changing attitudes on abortion and contraception, human experimentation, artificial organs and transplants, and genetic manipulation. These and other areas are undergoing rapid development in which new legal insights must be provided.

It is considered likely that most program graduates will take a medical internship before electing a career role as either a physician or a lawyer, using the alternate professional training as a useful adjunct in the specialty selected.

The program reflects the belief that promising career opportunities will be available to graduates, especially in governmental agencies and in universities. Students interested in this program should be cautioned that in the past the possession of the two degrees has not been an automatic key to professional success, and that as a result many knowledgeable persons may regard the M.D.-J.D. graduate with skepticism. Nevertheless, the need for this dual profession has only recently made itself clearly felt, and the kind of integrated study program being offered, with the emphases noted above, has not been available. The merits of the program and prospects of its graduates must be judged in light of these developments.

A student in the M.D.-J.D. program usually begins a six-year course of study in the School of Medicine. As in the regular M.D. program, the first year is devoted to the basic medical sciences and the second year to the basic clinical disciplines. At this point the student usually enters the School of Law, where the first-year curriculum is the same as that of other law students. During the next two years the student may select courses in the Law School which are of special application to medical-legal interests. The sixth and final year is spent in elective clinical work in the Medical School tailored to the student's specialized needs. In addition, the student completes eighteen semester hours, or two summer sessions, of elective basic science work.

Throughout the six-year program the student will have available the counsel of faculty members of the two schools to help in the selection of courses and in the definition of career objectives.

The usual loan and scholarship resources of the respective professional schools are available to students while they are enrolled. The program is of such a nature that students might find it possible to obtain support from special sources for their education in this field. The University will assist in seeking out such funds and will support students in their applications. At the present time, no special financial aid is available to the students enrolled in the M.D.-J.D. program.

Combined Master of Business Administration-Law Degree. The School of Law and the Graduate School of Business Administration of Duke University have established a combined program of studies in law and graduate-level business administration. The aim of the program is to provide a small number of selected individuals with the opportunity to acquire an education in both law and business administration in a four-year course of closely integrated study in the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.B.A. and the J.D. degrees.

The student in the M.B.A.-J.D. program will begin his first-year course of study in either the Graduate School of Business or the School of Law. If the student begins in the Law School, his first-year curriculum will be the same as that

of other law students; if he begins in the Graduate School of Business Administration, his first-year curriculum will be the same as that of other graduate business students. The student's second year will consist of taking the full first-year program of the other school. In the third and fourth years of the program the student will take a mix of courses in the two schools. Throughout the four-year program, the student will have available to him the counsel of faculty members of the two schools to help him in the selection of courses and the definition of his career objectives.

Master of Arts in Public Policy Sciences-Law Degree. The joint degree program in law and public policy sciences provides an opportunity for students to acquire decision-making skills and substantive policy knowledge which would be useful in either career or citizen roles dealing with problems of the public sector. The combined program requires four academic years and one internship summer to complete, of which the first academic year is spent exclusively in the Law School, the second exclusively in the Institute of Policy Sciences, and the third and fourth years mainly in the Law School, but with one public policy sciences course each semester.

To succeed in the program, a student must have quantitative skills to analyze public policy problems. No specific background is required, although students who have taken calculus, advanced statistics courses, and advanced economics courses will have a considerable advantage.

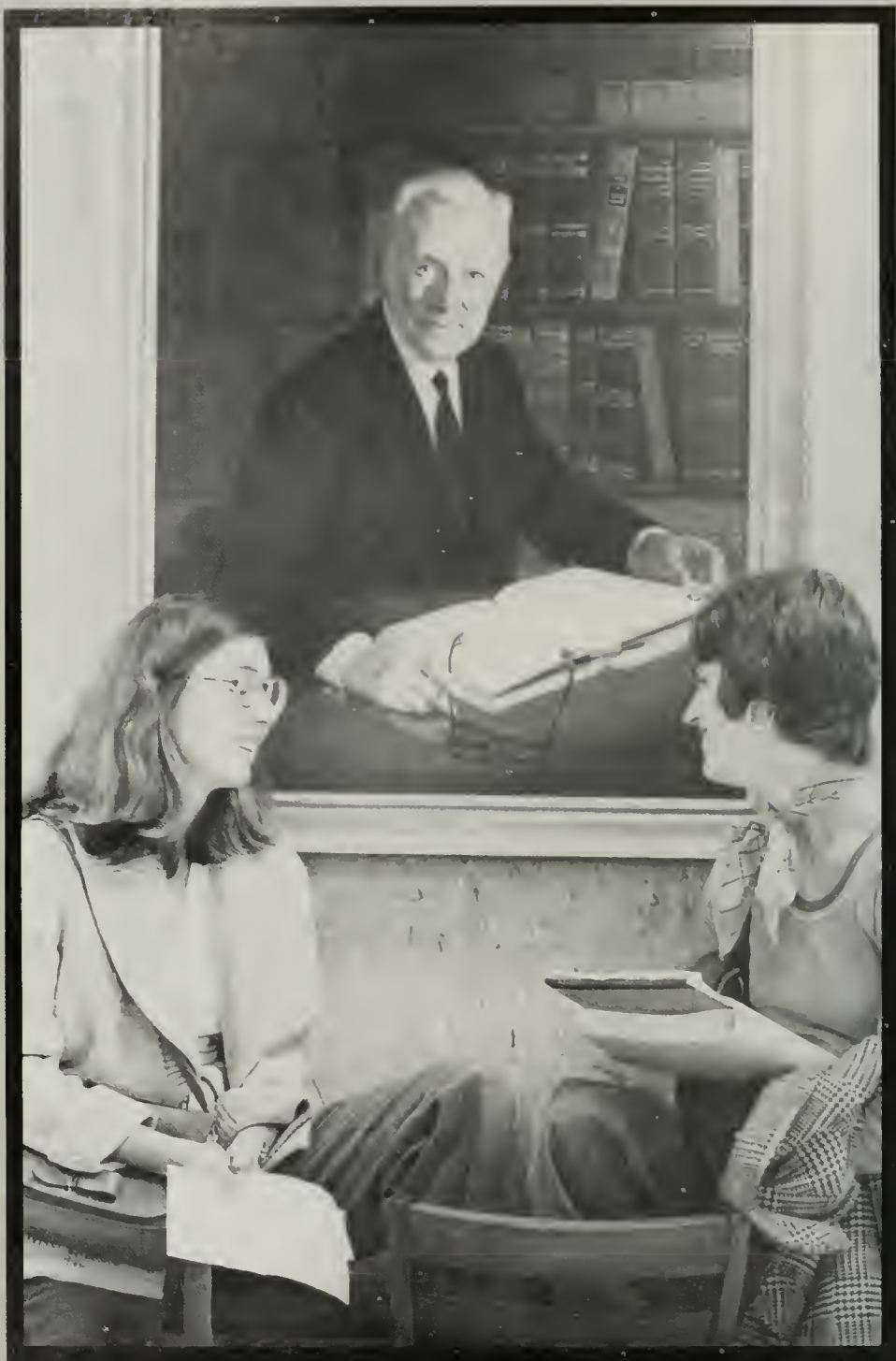
In addition to the required methods and theory courses, a joint degree candidate must select a substantive policy area in which to concentrate. Among the fields in which concentrations are available at the present time are the following: the administration of justice, communications policy, health policy, and educational policy. Other concentrations are also possible. Course descriptions appear on page 53.

Combined Master of Health Administration-Law Degree. The School of Law and the Department of Health Administration of Duke University have established a combined degree in law and health administration.

The student in the M.H.A.-J.D. program will spend his first two years in the School of Law. He will then spend one year and one summer in the M.H.A. program, returning to the School of Law for his final year. Two courses in the Law School curriculum will be designated by the Department of Health Administration as electives to be counted toward their degree. The student will complete eighty-four hours of credit in the Law School.

Graduate Study in Law

The law faculty has the authority to recommend that the University confer three separate graduate degrees: the degree of Master of Laws (LL.M.), the degree of Master of Comparative Law (M.C.L.), and the degree of Doctor of Juridical Science (S.J.D.). The number of candidates accepted for study in any of these degree programs is extremely limited. No systematic or formal program of graduate instruction exists at Duke Law School. An applicant will be accepted for graduate study only if a faculty member indicates willingness to supervise the work of the student, if the student does not require financial assistance, and if the student has achieved a superior academic record in his undergraduate law studies. The course load, the program of instruction, and all other requirements for the degree will be determined by the Dean and the involved faculty member, subject to the approval of the entire faculty. Any candidate interested in obtaining one of the three graduate degrees of law at Duke should have formulated a specific research project prior to applying.



Admissions



General Information

The admissions process for the typical law school applicant is at best time-consuming, lengthy, and occasionally creates severe anxiety. The Admissions Committee is aware of the difficulties and uncertainties faced by applicants. Consequently, it is our goal to treat each applicant with fairness and with candor. The following description of the admissions process at Duke is presented with that object in mind.

At Duke, as at many law schools, the three most important admissions criteria are the undergraduate grade point average (GPA), the Law School Admission Test (LSAT) score, and the undergraduate institution attended. Every two years validity studies are conducted by the Educational Testing Service to review the predictive value of these criteria at Duke Law School. More specific statistical studies concerning a variety of admissions topics are conducted periodically in the Admissions Office at Duke. An admission decision is, however, a far more complex process than merely rank-ordering applicants by an index number based on a numerical formula. For instance, the applicant's GPA may be interpreted by carefully evaluating his or her transcript. Judgment may be made regarding the strength of the curriculum undertaken. Class rank and the progression of grades may be significant. Furthermore, although reliance on purely academic criteria is appropriate in making many decisions, particularly those involving candidates either clearly admissible or clearly inadmissible, other more subjective factors can become important in close cases. Proven capacity for leadership, dedication to community service, excellence in a particular field, motivation, graduate study in another discipline, work experience, and extracurricular activities all receive careful consideration in appropriate cases.

Furthermore, Duke makes a conscious effort in the admissions process to achieve a broad diversity in each entering class in terms of general background, geography, and undergraduate institutions represented. An individual student may be selected not only for his or her marked potential for academic success, but also because application materials indicate that he or she can bring to Duke unique personal qualities or talents that will enhance the "mix" of the entering class.

Duke has a faculty-initiated affirmative action plan for minority admissions; special care is taken in evaluating applications from members of minority groups

who traditionally have not been well represented in the legal profession. On occasion, special consideration is given to children of alumni and graduates of Duke University who are qualified to do acceptable work.

The same standards are applied for female applicants as for male applicants. The School on occasion has permitted female students to undertake a reduced course schedule where demands of a family suggested such a procedure would be appropriate.

For both more detailed and more general information on law school admission, prospective applicants are advised to consult the most current issue of the *Prelaw Handbook*, published annually in October by the Law School Admission Council and the Association of American Law Schools. It includes material on the law and lawyers, the study of law, prelaw preparation, applying to law school, and a complete Law School Admission Test, together with individualized information on most American law schools. The *Prelaw Handbook* may be obtained at college bookstores or ordered from the Educational Testing Service, Box 944, Princeton, New Jersey 08540.

The Admissions Committee at Duke receives its authority by delegation from the law faculty and it reports to the law faculty. The Admissions Committee, composed of four law professors and three law students, decides policy questions arising in the admission process. All individual files are reviewed by the Assistant Dean, who directs the Admissions Office. Faculty Policy permits her to accept students falling in certain narrowly defined categories and to reject others falling in different categories. All applications falling between these extremes are reviewed by the four faculty members of the Committee. Student members of the Committee participate in policy decisions but do not review individual files.

Duke has no formal deadline for the submission of applications. However, it is strongly recommended that applications be filed between September 1 and December 1. An applicant ordinarily will receive an answer no later than March 15 if his application has been completed before December 1. No applicant who receives an offer of admission will be required to make a final decision on the offer prior to April 1. Applications completed after December 1, or deferred from the first decision period, will usually receive notification of action about May 15. Only in rare cases will offers be extended prior to February 1 or after May 15. After May 15 a waiting list is normally established and the list is held open until a few days prior to fall semester registration. Offers are extended to applicants on the waiting list only as withdrawals occur.

Juris Doctor Degree

First-year students may enter only at the beginning of the fall semester. Students who have completed the first year of law study at Duke or any other law school approved by the Association of American Law Schools may enter at the beginning of any semester. Duke Law School is a full-time day school only.

An application for admission to Duke Law School as a candidate for the degree of Juris Doctor may be submitted by any person who is a graduate of an approved college. Applicants will be considered without regard to sex, race, creed, religion or national origin, except that special attention is accorded to minority group applicants pursuant to the Law School's commitment to affirmative action.

Combined Course Program

An undergraduate student at Duke University who has completed three years of study and whose entire college record shows exceptional academic

achievement may apply to the college in which he is enrolled for permission to participate in a combined course program wherein his first year of law study is credited toward the completion of requirements for the undergraduate degree. After receiving the undergraduate degree and the successful completion of four additional semesters of law study, a student in the combined course program will receive the degree of Juris Doctor (J.D.).

Very few applicants are admitted before receiving the baccalaureate degree. Students considering entrance before obtaining this degree should consult the rules of the Board of Bar Examiners in the state in which they plan to practice law for regulations which may relate to this program.

Bachelor of Laws Degree

Applications may be submitted by a candidate without a prior baccalaureate degree if he has completed in a college of approved standing work equivalent in number of units to three-fourths of that required for graduation and whose entire college record shows exceptional academic achievement. Graduates who have been admitted under this provision will be candidates for the degree of Bachelor of Laws (LL.B.).

Advanced Standing

Any person who has complied with the requirements for admission set forth in this *Bulletin* prior to the commencement of his law study, who presents evidence of the satisfactory completion of one year of study at any law school which is a member of the Association of American Law Schools, and who is eligible for readmission to the law school from which he proposes to transfer, may apply for admission with advanced standing. Provisional credit for courses so completed will be given, with final credit contingent upon the completion of at least two academic years of law study at Duke Law School with satisfactory grades. Adjustment of credit for work done in other law schools is made by the Dean.

Joint Degree Programs

M.D.-J.D. Program. Applicants for the M.D.-J.D. program must qualify for admission to both the School of Medicine and the School of Law. In addition, endorsement by the M.D.-J.D. Committee is required for participation in the program. Because of the special intellectual demands involved in mastering two professions, high standards will be applied in admitting students to the program. It is anticipated that enrollment will be limited; probably no more than three students will be accepted in any one year. Due to the closely integrated nature of the program, transfer students are not considered. Independent pursuit of separate degrees is recommended for those currently enrolled in M.D. or J.D. programs.

Applications for the School of Medicine may be obtained by writing to the Associate Director for Admissions, School of Medicine, Durham, North Carolina 27710. At the time of submitting the applications to the respective schools, simultaneous application must also be made to the M.D.-J.D. program by writing Robert J. Sullivan, Jr., M.D., Director, M.D.-J.D. Program, Box 2914, Duke University Medical Center, Durham, North Carolina 27710. A one-page summary of reasons for seeking the combined degree must accompany this letter.

Following receipt of an applicant's letter and summary, the M.D.-J.D. Program Committee will review the applicant's files at the Medical and Law Schools.



Eligible individuals will be requested to come to Duke University for an interview by the Committee. Following review of the available information, Committee endorsement will be conferred on the basis of motivation, demonstrated interest, and likely achievement in the fields relevant to the program's concerns. M.D.-J.D. program endorsement will be included with a candidate's other credentials for consideration by the Admission Committees at the respective schools. Admission to both schools with Committee endorsement will automatically qualify a student for participation in the program.

Individuals failing to receive endorsement by the M.D.-J.D. Program Committee are assured that their respective applications to the Schools of Law and Medicine will proceed independently and be judged by the normal admission procedures for each school. Admission to one or both schools may be achieved by the student and a course of training pursued independent from the combined program outlined in this *Bulletin*.

M.D.-J.D. Program Committee endorsement, although reserved for highly qualified individuals, will not automatically lead to admission to either professional school. Individuals receiving admission to only one of the professional schools, while not participating in the M.D.-J.D. program, may still achieve similar career preparation through participation in elective programs within the individual school as exemplified by the Policy Sciences curriculum in the School of Medicine or similar electives in the School of Law. Although a joint degree is not received, special skills can be developed and career opportunities realized through such alternate programs.

Deadlines for application to the program are as follows: May—at the end of the junior year, the applicant takes the Medical College Admission Test (MCAT). June—at the end of the junior year, he takes the Law School Admission Test (LSAT). July—between junior and senior years, he writes to Law and Medical Schools for application forms. August—he completes the Medical School application and checks the box indicating "M.D.-J.D. Program" which he submits



on August 1. Simultaneously, he sends a letter to the M.D.-J.D. Program Committee along with the one-page summary of reasons for interest in a joint degree. September—he completes the application form for the School of Law, being sure to indicate interest in the M.D.-J.D. program in the area designated “Joint Degree Program.”

Because of the complexity of the admission procedure outlined above, candidates are urged to give early attention to appropriate deadlines for the aptitude tests and application forms. This will assure adequate time for consideration by the M.D.-J.D. Committee and that those failing to receive Committee endorsement will be considered for admission to the individual professional schools as a regular applicant.

M.B.A.-J.D. Program. Applicants for the M.B.A.-J.D. program must qualify for admission to both the Graduate School of Business Administration and the School of Law. In addition, they must apply specifically for admission to the M.B.A.-J.D. program. It is anticipated that enrollment in the program will be limited. For information on the Graduate School of Business Administration, the prospective applicant should write Admissions Office, 127 Social Science Building, Graduate School of Business Administration, Duke Station, Durham, North Carolina 27706.

A.M. in Public Policy Sciences-J.D. Program. Applicants for the A.M. in Public Policy Sciences-J.D. program must qualify for admission to both the Institute of Policy Sciences and Public Affairs and the School of Law. Also, an applicant must specify on each application that he is applying for the A.M. in Public Policy Sciences-J.D. program. It is anticipated that enrollment in the program will be limited. For information on the Institute of Policy Sciences and Public Affairs, the prospective student should write the Institute of Policy Sciences and Public Affairs, Box 4875, Duke Station, Durham, North Carolina 27706.

M.H.A.-J.D. Program. Applicants for the M.H.A. -J.D. program must qualify for admission to both the Department of Health Administration and the School of Law. For information on the Department of Health Administration, the prospective student should write the Department of Health Administration, Box 3018, Duke University Medical Center, Durham, North Carolina 27710.

Admission Procedures

Application must be made on the prescribed Law School forms which are available upon request. A nonrefundable fee of \$25 is charged for processing an application and a check or money order for this amount should accompany the application. This application fee is not waivable except in cases of extreme personal hardship. No applicant will be accepted until all required documents are on file. These documents are:

1. The application itself, to which a recent personal photograph must be attached.
2. Transcripts of all college and graduate academic records submitted through the Law School Data Assembly Service (LSDAS), Educational Testing Service, Box 944, Princeton, New Jersey 08540.
3. A report of the applicant's score on the Law School Admission Test (LSAT) administered by the Educational Testing Service. The LSAT is given periodically at examination centers conveniently located throughout the United States and at special foreign centers. Testing dates in the summer and fall of the applicant's final year of undergraduate study are strongly preferred. LSAT scores that are no more than four years old will be considered valid. Application forms and information should be procured by writing directly to: Law School Admission Test, Educational Testing Service, Box 944, Princeton, New Jersey 08540.



4. Two completed reference forms, one of which should be written by an appropriate academic dean at the undergraduate school last attended. A statement of the applicant's rank in class will be helpful. It is suggested that the other reference form be submitted by an instructor who has personal knowledge of the academic performance and potential of the applicant. References should be requested to return their forms directly to the Admissions Office, Duke University School of Law, Durham, North Carolina 27706.

Ordinarily, the Law School conditionally accepts or rejects an applicant on the basis of a transcript showing college work through the junior year. Final action is taken in the light of further supplemental transcripts showing all of the college work required for admission to the Law School. A conditionally accepted applicant has been rejected later on the basis of the completed transcript in only a few cases in the history of the School. Personal interviews are not required. However, a visit to the Law School and an interview will be arranged if requested by the applicant.

Opinions differ concerning whether preparation for the LSAT is likely to improve an applicant's score. Experience at Duke suggests that careful preparation may improve the scores of some applicants.

Each applicant extended an offer of admission will be given three calendar weeks to respond. In fairness to applicants who have also filed applications with other schools, Duke will in no event impose an earlier deadline than April 1 for response to offers. A deposit fee of \$100 must be paid at the time the applicant accepts an offer of admission. This deposit fee is nonrefundable and will be applied to the tuition charge for the first semester of law study.

Reactivating Admission Files

If an applicant has applied for admission in a previous year and was not extended an offer of admission or chose not to enter during that academic year, he may request that his file be reactivated for consideration by the Admissions Committee. A nonrefundable fee of \$25 is charged for processing the application and a check or money order for this amount must accompany the request for reactivation of the file. The applicant must also reregister with the Law School Data Assembly Service (LSDAS), Educational Testing Service, Box 944, Princeton, New Jersey 08540.

Deferred Acceptance

The Duke University School of Law does not usually defer acceptances. It will usually be necessary for an applicant to request that his file be reactivated in the fall prior to the year in which he wishes to enroll if he does not enter in the fall of the year in which he is accepted. The decision by an applicant not to accept an offer of admission will in no way adversely affect a future admission decision.

Pass-Fail Transcripts

A special word of caution should be extended to applicants concerning undergraduate pass-fail courses. The Admissions Committee has had occasion in recent years to consider transcripts consisting of predominantly pass-fail grades. Only a minute percentage of those considered were admitted. It is fair to state that a student's chances of admission are inversely proportional to the percentage of such grades appearing on the transcript.



Financial Information



Tuition

The cost of providing a legal education of the quality offered by the Duke Law School is high and has been steadily increasing. Tuition provides only a part of the funds necessary, with the remainder provided by income from endowment, grants, and gift support of alumni and friends.

Tuition at Duke is due and payable not later than the day of registration for a particular semester. For the academic year 1976-1977, tuition will be \$3,230 (\$1,615 per semester). In addition, a compulsory Student Health Fee in the amount of \$35 per semester will be charged. Incoming students should be aware that tuition will probably rise annually during their course of study.

Tuition Refund Policy. Tuition refunds are governed by the following policy:

1. In the event of death or a call to active duty in the armed services, a full tuition refund is granted.
2. In all other cases of withdrawal, students or their parents may elect to have tuition charges refunded or carried forward as a credit for later study, according to the following schedule:
 - a. Withdrawal before the beginning of classes: full refund.
 - b. Withdrawal during the first or second week of classes: 80 percent.
 - c. Withdrawal during the third through fifth week: 60 percent.
 - d. Withdrawal during the sixth week: 20 percent.
 - e. No refunds after the sixth week.
 - f. Tuition or other charges paid from grants or loans will be restored to those funds, not refunded or carried forward.

General Expenses

Applicants should be aware that the following general expense estimates were compiled in the spring of 1976, and appropriate revisions may be necessary to reflect inflationary increases. It should also be recognized that the expenses of a Duke law student may vary considerably according to the style of living assumed, travel distance, and size of family, if any. With the above cau-

tionary statements in mind, the following are the best estimates as to total living costs for a nine-month academic year: \$6,200-\$6,900 for single students; \$8,300-\$9,000 for married students; and \$10,000-\$10,800 for married students with one child. Included in the above living cost estimates are present expense levels for tuition, lodging, board, books (\$225-\$300 if purchased new), supplies, transportation, and personal effects. Applicants for loans and scholarships should expect that their proposed budget figures will be examined carefully with the expectation that these figures will fall in the lower ranges of the above estimated expenses.

Housing

Graduate Center. The Graduate Center is available to men and women enrolled in the Law School. This facility is adequate and convenient, but suffers from the lack of single rooms and private baths. The limited number of single rooms, located in the men's section only, are usually reserved by previous occupants for the following academic year. Other rooms are designed for double occupancy.

Each double room is equipped with the following furnishings for each student: bed with innerspring mattress, chest with mirror, desk with chair, and book shelving. An additional occasional chair is placed in each double room. Each room has two large closets with storage space for hand luggage. Linens, curtains, rugs, desk lamps, and other small furnishings must be supplied by the students. Coin-operated washing machines and dryers are available, as are laundry lockers. The Student Linen Rental Service is also available. Rental charges per person for the academic year 1976-1977 will be: single room, \$724; double room, \$547.

Town House Apartments. Town House Apartments, located in the Central Campus area, is a 32-unit complex which Duke purchased a number of years ago from a private developer. These apartments are more spacious than the apartments found on campus or in Durham. Because of their location away from the academic facilities of the campuses, students find these apartments offer a change from normal campus life and activities. Usually these units are reserved for single graduate and professional school students during the academic year. These apartments are available for continuous occupancy, summer months included. A swimming pool is available in the late spring and summer.

Sixteen two-bedroom apartments are furnished for occupancy by two single graduate students. The remaining units are furnished for three students. Each air-conditioned apartment includes a living room, master bedroom, bath and a half, a single bedroom, and an all-electric kitchen with a dining area. Spacious closets and storage space are provided within each apartment. Duke University provides all maintenance services.

Occupants must arrange and pay for electricity, gas, and telephone service with the local utility companies. Deposits are required by the General Telephone Company of the Southeast. Rental charges per person for the academic year 1976-1977 will be: two bedrooms, two students, \$976; two bedrooms, three students, \$684.

Central Campus Apartments. During 1974, Duke University opened units in a 500-unit apartment complex. Apartments are available for single and married students attending the graduate and professional schools, undergraduate colleges, and the various allied health courses of the Medical Center. These units are available throughout the calendar year for continuous occupancy.

For single graduate and professional school students, one-bedroom and

three-bedroom apartments are fully furnished; a few furnished efficiencies are also available. It is expected that many more applications will be received for efficiencies than can be accommodated; therefore, the chance of obtaining one of these units is remote. The apartments are furnished and equipped in such a way as to provide economy and convenience to the single student. Bedroom furniture includes a bed and chest for each occupant. Study desks are not provided. Laundry lockers are available.

Rental charges per person, including utilities (except phones), are as follows:

Efficiency	\$1,478
One bedroom, two students	\$944
Two bedrooms, two students	\$1,156
Two bedrooms, three students	Not available
Three bedrooms, three students	\$982

Married students may apply for an apartment in Central Campus Apartments. Efficiency apartments are available to married students without children. A few one-bedroom apartments are available to married students without children or with not more than one child who must be under four years old at the time of occupancy. Two-bedroom apartments are available to married students without children or not more than two children. Three-bedroom apartments are available to married students without children or not more than four children. In unusual circumstances, the Manager of Apartments and Property may make exceptions. The University authorizes married students to occupy units in Central Campus Apartments with members of their immediate families only.

Monthly rental charges, including all utilities (except phones), for the academic year 1976-1977 will be:

	<i>Twelve-Month Lease</i>	<i>Less than Twelve-Month Lease</i>
Efficiency	\$166	\$166
One bedroom (unfurnished)	\$160	\$185
One bedroom (furnished)	\$190	\$201
Two bedroom (unfurnished)	\$215	\$235
Two bedroom (partially furnished)	\$235	\$250
Three bedroom (unfurnished)	\$250	\$262
Three bedroom (partially furnished)	\$270	\$277

Modular Homes. The University owns six modular homes which are located near Town House Apartments. They are reserved for single undergraduate and graduate or professional school students and offer more privacy than apartments. These three-bedroom homes are equipped for three-person occupancy and have proved to be very popular. They are usually reserved by students who have occupied other University accommodations during the previous academic year. Students arrange for and pay the cost of utilities. Rental charges per person for the academic year 1976-1977 will be: three bedrooms, three students, \$788.

Living in the Durham Community. Students who desire to live in Durham in privately owned rooms, apartments, or houses should begin their search for housing as soon as possible by writing to private realtors to learn of available apartments, rates, and how to obtain applications. There is usually no problem in finding an apartment in a complex; however, duplexes are usually more difficult to find. Many realtors offer short-term leases or academic year leases for students. During the summer, an off-campus housing assistant is available to assist students in obtaining housing in the Durham area. The Office of the Manager of Apartments and Property maintains a listing of available accommodations in the Durham area. It is not feasible to mail these listings since they change

almost daily. Students are urged to visit the campus and check these listings during office hours. Off-campus rental property is not inspected or approved, nor does the University or its agents negotiate with owners for students, faculty or staff.

Further information on housing can be obtained from: Manager of Apartments and Property, Department of Housing Management, Duke University, Durham, North Carolina 27706.

Application and Residential Fees. Each student accepted into a graduate or professional school of the University will be provided with a form on which to indicate housing needs. This form will be sent to the Department of Housing Management which will provide more detailed information about rates and rental apartments.

Residential Deposits. A residential deposit of \$50 must accompany all application forms for housing at Duke University. This deposit is held throughout the term of the original occupancy and subsequent renewal. This deposit is refunded if a cancellation of a reservation is received by the Department of Housing Management on or before July 15, 1976, for fall semester reservation and on or before December 31, 1976, for cancellation of the spring semester reservation. Other information pertaining to deposit refunds will be contained on the receipt which will be mailed by the Department of Housing Management.

Students must make payment for their fall semester housing fees prior to occupancy of their assigned space. Housing fees for the spring semester must be paid by January 8, 1977.

Prepayment of Housing Fees. In addition to residential deposits, students currently residing in University Housing facilities and desiring to reserve accommodations for the next academic year or a lesser period must pay a \$50 prepayment of housing fees to the Office of the Bursar. The Bursar's receipt must be presented to the Department of Housing Management at the time the application is made. The prepayment is applied to fall semester or the first month's rent, as appropriate. This prepayment is refundable if a student:

- a. withdraws from the University;
- b. has an approved leave of absence prior to August 15 and notifies the Department of Housing Management at that time; or
- c. cancels his application on or before May 8.

Housing fees for single students are payable in advance by the semester prior to occupancy, unless special arrangements to pay on a different basis are made with the University Bursar. Married students may make monthly payments as required by the terms of their lease.

Additional payments above the academic year rate are required for students who must arrive earlier than the dates established for occupancy or for vacating University housing. These additional charges are based on daily rates on which the academic rates are predicated.

Debts

No records are released and no student is considered by the faculty as a candidate for graduation until he has settled with the Bursar for all indebtedness.

Late Registration/Late Payment Fee

Students who register in any semester or pay their fees at a date later than

that prescribed are required to pay to the Office of the Bursar a \$25 penalty for late registration or late payment of fees.

Student Health Fee

A student health fee of \$70 (\$35 per semester) is charged to all Duke University students.

Athletic Events Fee

Law students may secure admission to all regularly scheduled University athletic contests held on University grounds during the entire academic year by payment of the athletic fee of \$25 per year plus tax. This fee is payable in the fall semester. Students may also use the facilities of the Duke golf course upon payment of student green fees.

Duke Bar Association

A \$5 fee each semester is due and payable not later than the day of registration for a particular semester. This fee is utilized exclusively to support the activities of the student bar association.

Scholarship Assistance

The Law School recognizes that many meritorious students are unable to pay the full cost of their legal education, and therefore a number of University and endowed scholarships are awarded annually to assist students who merit recognition for past academic performance and who need financial aid. Each year the Law School attempts to develop new sources for scholarship funds. Despite these efforts, Duke does not have the resources required to provide scholarship assistance to all qualified students who are in need. Most students who need financial aid are required to rely heavily on loan funds.

A student seeking scholarship aid should file a financial aid application at the same time he files an application for admission. An attempt will be made to inform all scholarship applicants of both the admission and the scholarship decisions at the same time, although some decisions concerning scholarship grants will be made later than admission decisions. Whether an applicant has applied for a scholarship will not affect the admission decision of the Law School. Duke Law School requires all scholarship applicants to utilize the Graduate and Professional School Financial Aid Service (GAPSFAS). Applicants should request information on GAPSFAS by writing Graduate and Professional School Financial Aid Service, Box 2614, Princeton, New Jersey 08540.

University Scholarships. Duke University has established a number of University Scholarships that vary widely in amount. Except for a few that are based purely on merit, University scholarships are awarded only to needy applicants with superior college records and comparable Law School Admission Test scores. Most University scholarships awarded by the Law School cover part of the tuition charge. In cases of exceptional merit and need, a few scholarships may consist of full tuition and a stipend. The more usual form of financial aid for the gifted applicant is a combination of a scholarship and loan. Most of the endowed and University scholarship grants are renewable for second- and third-year students who maintained a 2.7 grade point average on a 4.0 scale in the previous academic year. It is expected that approximately one half of the members of each first-year class will achieve a cumulative grade point

average above 2.7 on a 4.0 scale at the conclusion of their first year. Loan assistance is provided in the event that a scholarship is not renewed.

Scholarships for Minority Students. Duke University has established a limited number of scholarships for qualified, needy minority group students. Further information on these awards will be sent upon request.

Phi Alpha Delta Fellowship Program. This fellowship was created by Phi Alpha Delta Law Fraternity for first-year minority students. Applications are not available to chapters until March 1, and the competition commences in late spring. Applicants need not be members. Ten students are selected annually, with each to receive a \$500 fellowship.

Endowed Scholarships. The following endowed scholarships are available to Law School students:

Beard-Rees Scholarship. This scholarship was established by classmates and friends in 1968 to honor the memory of Robert L. Beard and David W. Rees of the Law Class of 1964. The fund is used to assist students of all-round character and potential as a tribute to the high personal standards, professional excellence and accomplishments of these men.

B. S. Womble Scholarships. The B. S. Womble Scholarship fund has been established by a distinguished Duke alumnus, B. S. Womble, and members of his family. Scholarships are awarded on the basis of moral character, scholastic ability, seriousness of purpose, and leadership potential of the applicant.

Elvin R. Latty Scholarship. Alumni and friends of the Law School established this fund in 1968 as a tribute to the wisdom, foresight, and dedication of Dean Emeritus Latty.

Jenny Ferrara Scholarship. This scholarship was established by Vincent L. Sgroso of the Class of 1962 in memory of his grandmother. The scholarship is awarded on the basis of need augmented by academic excellence, leadership qualities demonstrated through extracurricular activities, and an earnest interest in pursuing a legal career.

John R. Parkinson Memorial Law Scholarship. This scholarship will be awarded at least biennially to a student whose prelaw achievements indicate a potential for academic excellence while in the Law School and a professional career in which outstanding service to clients and to the profession will be rendered.

Martha Garner Price Fellowship. This fellowship was created by a gift to the Rule of Law Research Center by the children of Ralph Price—the late Clay Price, Julian Price, and Louise (Mrs. Young Smith), in memory of their mother, Martha Garner Price. The purpose of this fellowship is to support advanced research in the field of international organization.

Richard M. Nixon Scholarship. This scholarship was established initially by a gift from the Class of 1937 to honor their classmate, former President Richard M. Nixon. This scholarship will be awarded only to students who show evidence of exceptional potential for leadership.

David H. Siegel Memorial Scholarship. This scholarship was established by Allen G. Siegel of the Law Class of 1960 in memory of his father, who was also an attorney. The scholarship is awarded annually.

William Neal Reynolds Scholarships. These scholarships, named for the brother of R. J. Reynolds and a founder of the R. J. Reynolds Tobacco Company, were created as a result of a grant from the Z. Smith Reynolds Foundation. The fellowships are awarded annually on the bases of academic potential and potential for public leadership.

Loan Assistance

Students who need loan funds to help finance their legal education will be considered for such funds after admission and scholarship decisions have been made. Therefore, when an applicant receives his offer of admission he will know the amount and kind of financial assistance available to him. The appropriate loan application will be sent to the student when the student confirms his place in the entering class and accepts the financial aid offer. In no event should applications be filed later than June 1 prior to the beginning of the fall semester and November 15 prior to the beginning of the spring semester.

In addition to filing the Duke financial aid form, applicants for all loans administered or certified by Duke University are required to participate in the Graduate and Professional School Financial Aid Service (GAPSFAS). Information and application material for GAPSFAS can be obtained by writing Educational Testing Service, Box 944, Princeton, New Jersey 08540.

The following loan sources are either administered by Duke University or are available to Duke law students. Approval of any loan application is based on financial need and satisfactory scholastic standing.

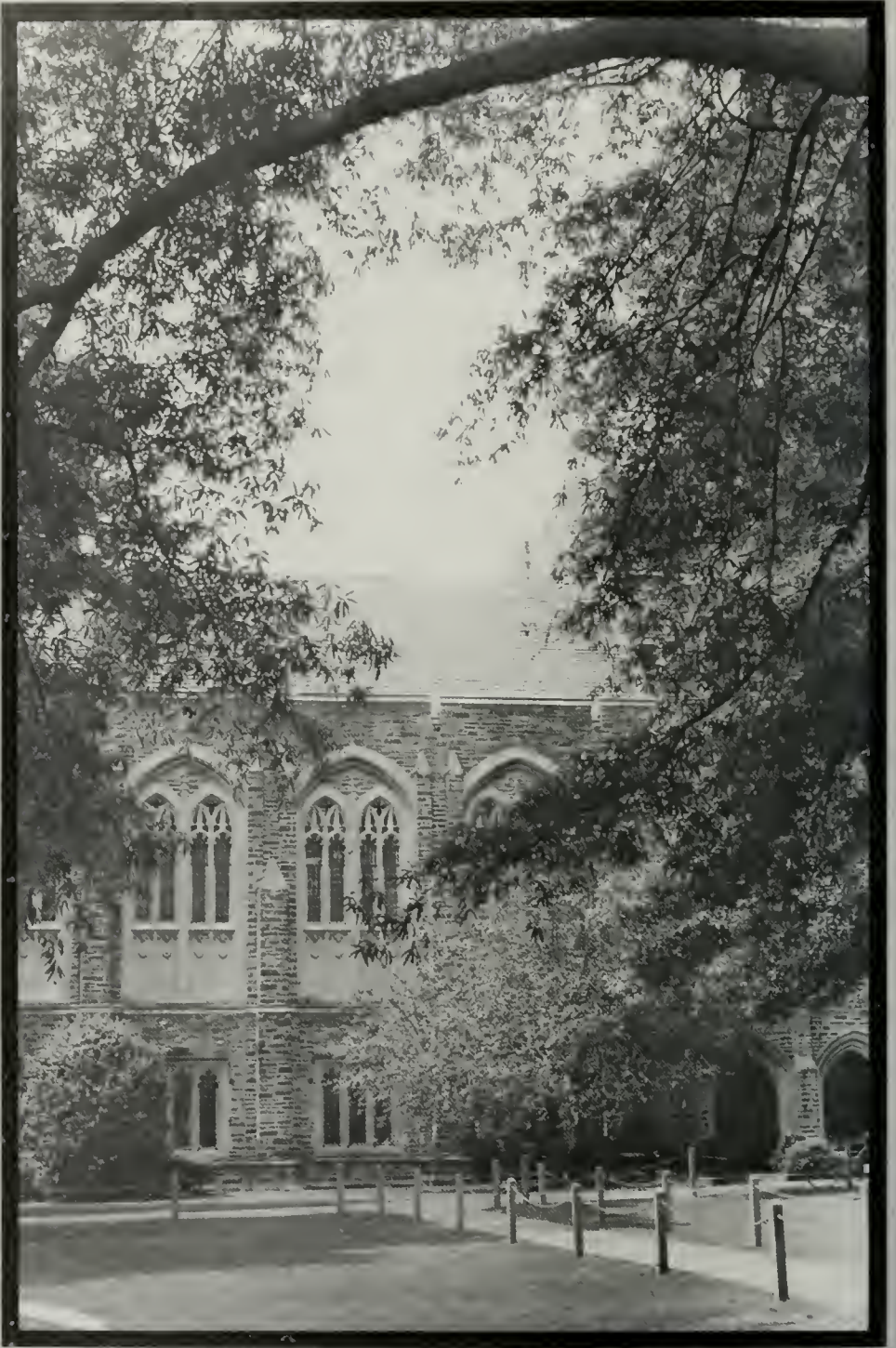
National Direct Student Loan Program Loans. Loans are available to Duke law students through the student loan program established under the National Direct Student Loan (NDSL) Program, assuming the continuation of appropriations by the Congress for this purpose. Interest on these loans begins to accrue at 3 percent nine months after the student leaves the Law School, and repayment usually begins ten months after the student leaves the Law School, with complete repayment scheduled over a period of up to ten years. Duke administers all NDSL loan funds allocated to it under strict federal guidelines dealing with such issues as the amount of parental income, reasonableness of budgets, complete disclosure of assets, and emancipation within the meaning of the applicable federal regulations.

Federally Insured Student Loan Program. The Duke University Program allows the student to borrow up to \$2,500 per year at a 7 percent interest rate. A student will have a maximum of ten years following graduation or withdrawal from the University to repay the loan. An interest subsidy is available from federal funds for all students who have demonstrated need as determined by federal regulations on the GAPSFAS report. In order to be considered for a Federally Insured Student Loan, the GAPSFAS report must be submitted.

University Loans. Some limited financial assistance is also available in the form of loans from funds held in trust by the University to qualified law students. Interest on these loans, which mature after the student has left the school, accrues from the date of each note at the rate of 1 percent until the student has left the school and for five years thereafter at 3 percent per year, with repayment installments over the five-year period.

Dean's Emergency Loans. Alumni gifts have created a special Dean's Discretionary Fund. In cases of immediate exceptional need, small noninterest-bearing loans are available for short periods to cover students who have temporary financial emergencies.

State Guaranteed Loans. Most states have established guaranteed loan programs for graduate and undergraduate study for their own residents. The terms of such loans, the methods of administration, and the availability of funds vary widely among the various states. The Law School will supply information regarding the appropriate agencies to contact in each state and will also make appropriate certifications in support of the loan applications of individual students applying for state guaranteed loans.



Scholastic Standards



Grading

The Law School utilizes a numerical system of grading based on a 4.0 scale. Although grade distribution will vary from course to course, the normal distribution in an average class with a large enrollment (over forty students) will approximate the following:

<i>Numerical Grade</i>	<i>Percentage</i>
3.5-4.0	10-15
2.7-3.4	35-40
1.8-2.6	40-50
1.3-1.7 }	
1.0-1.2 }	0-10

Ungraded Work

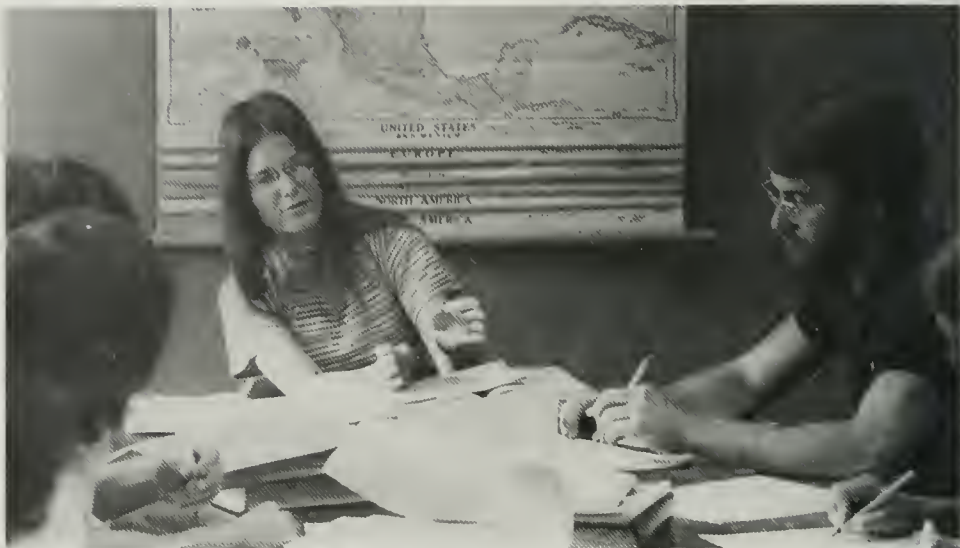
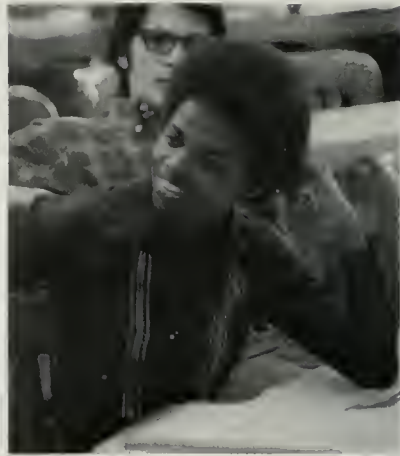
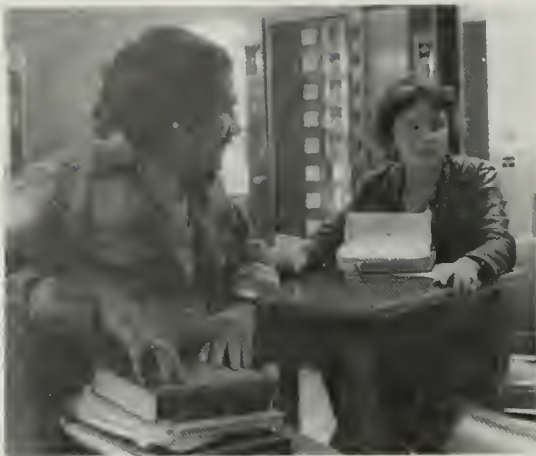
While the student's work in most courses is evaluated under the grading system described above, there are some course offerings available on a Credit/Fail basis. These include the following:

1. Courses designated Credit/Fail by faculty action,
2. Independent Study,
3. *Ad Hoc* seminars,
4. Courses taken in other divisions of the University,
5. Summer school courses.

A failing performance will be treated as such and the student will receive a grade of "Fail." Such a grade is considered a failure for the purpose of determining whether a student has failed more than the number of hours permitted for continuation and is averaged as a grade of 1.2 in computing the student's average. It is not counted for purposes of the 84-hour requirement for graduation, but is counted for the purpose of computing residence credits.

Courses in Other Divisions of the University

Second- and third-year students may take courses offered in other divisions of the University upon the condition that the student is engaged simultaneously in at least ten semester hours of courses in the Law School. Credit (limited to a



total of six hours) toward the J.D. degree will be granted for those courses which, in the judgment of the Dean, are related to the student's education in the law. A written request for permission to enroll in a University course outside the Law School must be presented to the Dean. A grade of C (or its equivalent) or better will be recorded as "Credit." Grades which are lower than C but higher than F (or their equivalent) will be recorded as "No Credit." Failing grades will be recorded as a "Fail" and averaged as a grade of 1.2 in computing the student's average.

Summer School

Students who wish to attend summer sessions at other law schools must submit a written request to the Dean for permission to do so. The request should state the name of the school and the courses to be taken. A grade of C (or its equivalent) or better will be recorded as "Credit." Grades which are lower than C but higher than F (or their equivalent) will be recorded as "No Credit." Failing grades will be recorded as a "Fail" and averaged as a grade of 1.2 in computing the student's average.

Independent Research

Law students in their second and third years of the J.D. program may undertake up to four hours of independent research in any academic year if the research is approved by a faculty member. Research work will be graded on a Credit/Fail basis. Students undertaking independent research will meet regularly with the faculty member supervising the research in order to insure contemporaneous discussion, review, and evaluation of the research experience.

Ad Hoc Seminars

A group of five or more students may plan and conduct their own research and seminar program for not more than two semester hours of credit (which shall be considered to be independent research within the meaning of the maximum limitation of four hours of independent research each year). A request to establish such an *ad hoc* seminar should be addressed to the Dean at least two months before the beginning of the semester in which the seminar is proposed and contain an outline of coverage and required readings. The Dean will request a member of the faculty to evaluate the program and recommend whether the proposed program has academic merit. If approved by the Dean, a faculty member will be requested to evaluate the contribution of each participant before awarding credit. A written paper of the kind generally submitted in seminars will be required of each participant. Such seminar work shall be graded on a Credit/Fail basis.

Monitoring Attendance

Wherever feasible attendance will be monitored. Students not in regular attendance should be reported to the Dean and, in appropriate cases, denied credit for the course or seminar.

Academic Regulations and Course Requirements

No student is permitted to take fewer than twelve course hours per semester without permission of the Dean. No first-year student may take courses in excess of the first-year program without permission of the Dean. Second- and third-year students are not permitted to take for credit more than sixteen course hours per semester, nor may they audit and take for credit more than seventeen course hours per semester without permission of the Dean.

No student will receive full residence credit if he takes for credit fewer than ten hours per semester.

Examinations

A written examination at the conclusion of each course is required. No professor shall assign a paper in lieu of an examination in a course as distinguished from a seminar. A professor may require an examination in a seminar if his intention is announced prior to the beginning of the seminar.

The Honor System

The honor system of the Duke Law School demands the highest standards of academic and professional conduct. It is enforced by a student judicial code.

Rules Concerning Examinations and the Submission of Research Papers

No student may enroll in any course in which he has previously submitted a research paper or has taken the final examination unless he has failed the course and is required by the instructor to retake it, or obtains permission of the faculty to do so. The grade received in the second enrollment in the course will be substituted for the first grade received, except that the highest grade for which a student shall be eligible on a retaking of a course is a grade of 2.2.

No credit will be given a student for any research paper submitted in partial or full completion of the requirements of a course in which he is enrolled unless the paper is submitted on or before the first day of spring semester classes for a course given in the fall semester, and on or before the last day of the examination period for a course given in the spring semester, or on an earlier date if the faculty member requires it.

Except with the joint permission of the Dean and the faculty member involved, no student shall receive any credit for any examination taken in partial or full completion of the requirements of a course in which he is enrolled unless the examination is taken at the time it is regularly scheduled. Such permission shall be granted only in the case of sickness, extreme personal hardship, or a conflict in the scheduling of two or more examinations.

A faculty member may deny a student the right to take an examination in his course and may enter a failing grade for excessive absences or gross unpreparedness.

Rule Concerning the Submission of Grades

All grades for all courses and seminars must be submitted by faculty members on or before the twenty-eighth calendar day following the last day of the regularly scheduled examination period.

Rule Concerning Designation of Incomplete

Where a student is granted an authorized extension for completion of required course work, the instructor shall, in lieu of a grade, designate that the student's work is incomplete. Except where an extension is specifically granted for a longer period, a designation of "Incomplete" will automatically be changed to a grade of 1.0 after thirty days or the beginning of the student's last semester in residence at the Law School, whichever is earlier.

Eligibility to Continue Law Study

Good Standing. Any student who is eligible to continue the study of law and who is not on probation is in good standing.

Probation. Any first-year student with an overall grade point average between 1.7 and 2.0 and whose failure grades, if any, total not more than eight semester hours shall be placed on probation for the next two semesters.

Any student who in the second year receives failure grades in courses totaling six or more semester hours (but less than a total of ten hours during the second year), or who achieves an average of less than 2.0 in either semester of the second year, shall be placed on probation for the next two semesters. Any student who receives an average of less than 2.0 in his fifth semester shall be placed on probation for his sixth semester. Any student in the third year who receives failure grades in courses totaling six or more semester hours (but less than

a total of ten hours during the two-year period) or who achieves an average of less than 2.0 in the third year, will be required to return for a seventh semester unless the student is relieved of the requirement by the faculty on the basis of a showing of adequate excuse for the third-year performance.

Every student on probation shall be subject to the special supervision of the Dean for the probationary period. The Dean may require that courses designated by him shall be taken by the student and that they be taken on a graded basis. A student on probation shall be ineligible to continue the study of law at this institution if at the end of the probationary period his overall average for all work undertaken at the Law School is not 1.8 or higher.

Repetition of First Year. Any first-year student with an overall grade point average of less than 1.7 but not less than 1.6 and who has received failure grades in courses totaling not more than eight semester hours shall be permitted to repeat the first year. At the option of the student, upperclass courses may be substituted for first-year courses in which a grade of 2.0 or higher was achieved. A student repeating the first year shall be eligible to continue the study of law only if he achieves a grade point average of not less than 1.8 for that year. Any student repeating his first year under this rule who achieves an average of 1.8 or higher, but less than 2.0, or achieves an average greater than 2.0 but receives a failure grade in one or more courses, shall be placed on probation and is subject to the provisions of the preceding paragraph.

If the student elects not to repeat the year, he shall be given an opportunity to withdraw voluntarily from the School, and if he does not do so shall be declared ineligible to continue the study of law.

Ineligibility to Continue. Any first-year student with an overall grade point average of less than 1.6 or who has failed courses totaling more than eight semester hours of credit shall be ineligible to continue the study of law at Duke. Any student who fails a total of more than ten hours of credit over the course of his second and third years or whose average for the second year is less than 1.7 shall be ineligible to continue the study of law.

Notification of Unsatisfactory Scholastic Standing. The Dean shall inform each student who is not in good standing of his status, the requirements which he must meet to continue to be eligible for the study of law at this institution, and the requirements that he must satisfy to be eligible for graduation.



Registration and Regulations



Registration

All students are required to register on the dates prescribed in the Law School Calendar, at which time class schedules and course cards must be completed and approved. A student's registration for any semester is not complete until he has settled all indebtedness with the Office of the Bursar. A student is not eligible to attend classes or make use of University facilities if he has any outstanding debt to the University.

A student may alter his registration by adding or dropping courses any time during the first two weeks of a semester, except that in a seminar in which enrollment has been limited by the instructor's designation, no withdrawals from the seminar will be permitted after the first week.

Bar Examination and Requirements

Many states now require that a student, prior to or shortly after beginning the study of law, register with the Board of Bar Examiners of the state in which he plans to practice. Registration should be accomplished within thirty days after matriculation in law school. Prior to selecting the law school they will attend, at matriculation, and at the beginning of each subsequent year of law school, applicants are advised to consult the rules of all states in which they may be interested in practicing after graduation to determine the curriculum and other requirements of state bar examining authorities.

Regulations Governing the Awarding of Degrees

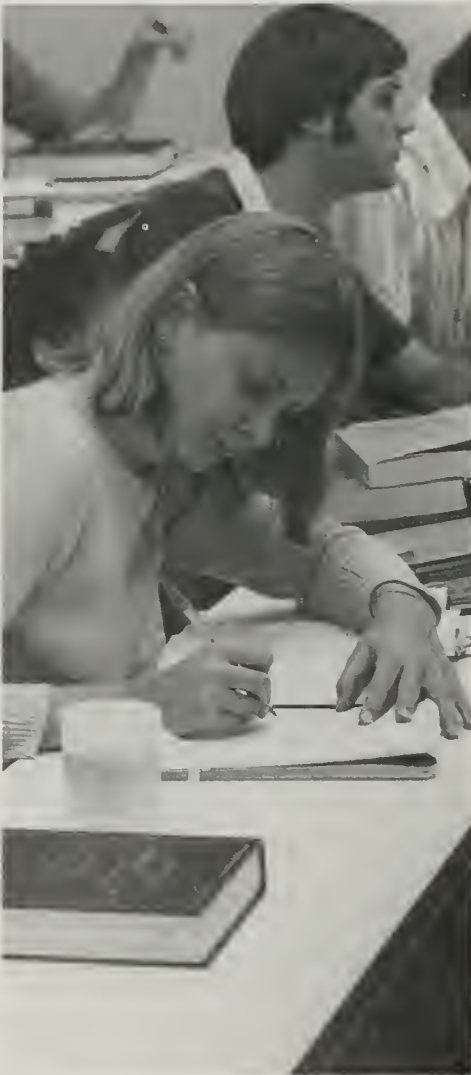
Degrees are awarded at Duke University in September, December, and May. The names of Duke Law School students who have successfully completed all of the necessary requirements for a degree are presented by the Dean to the University Secretary. The University faculty and the Board of Trustees meet to approve candidates presented for degrees.

Rule Concerning Graduating in Absentia

Students who wish to be graduated *in absentia* should submit a written request to the Dean's office at least six weeks before graduation. In such cases, the diploma will be mailed.

General Rules of the University and the Law School

Students are subject to the rules and regulations of the University and the Law School which are currently in effect, or those which in the future may be promulgated by the appropriate authorities of the University. Every student, in accepting admission, indicates his willingness to subscribe to and be governed by these rules and regulations. He also acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be appropriate, for failure to abide by these rules and regulations, or for other conduct adjudged unsatisfactory or detrimental to the University.



Policy Concerning Pickets, Protests, and Demonstrations

Duke University respects the right of all members of the academic community to explore and to discuss questions which interest them, to express opinions publicly and privately, and to join together to demonstrate their concern by orderly means. It is the policy of the University to protect the exercise of these rights from disruption or interference.

The University also respects the right of each member of the academic community to be free from coercion and harassment. It recognizes that academic freedom is no less dependent on ordered liberty than any other freedom, and it understands that the harassment of others is especially reprehensible in a community of scholars. The substitution of noise for speech and force for reason is a rejection and not an application of academic freedom. A determination to discourage conduct which is disruptive and disorderly does not threaten academic freedom; it is, rather, a necessary condition of its very existence. Therefore, Duke University will not allow disruptive or disorderly conduct on its premises to interrupt its proper operation. Persons engaging in disruptive action or disorderly conduct shall be subject to disciplinary action, including expulsion or separation, and also to charges of violations of law.

The foregoing general statement of policy is not to be construed as limiting the University's right to maintain an atmosphere conducive to scholarship.

Motor Vehicle Registration

Each motor vehicle operated on Duke University campuses by students enrolled in the School of Law must be registered at the Traffic Office, 2010 Campus Drive, within five days after operation on the campus begins, and thereafter must display the proper registration decal. A registration fee of \$20 will be charged for each automobile and \$10 for each motorcycle.

To register a vehicle, the student must present the following documents: (1) valid state registration for vehicle registered, and (2) valid state operator's license.

Parking, traffic, and safety regulations will be given to each student at the time of registration of his vehicle. Students agree to abide by these regulations in exchange for the privilege of operating a motor vehicle on the campus.



Curriculum



Degree Program

The curriculum at Duke Law School is not fixed and static. All courses are subject to constant evaluation, and the organization of the curriculum itself is subject to critical examination each year by the faculty. The curriculum for the academic year 1976-1977 is set forth below.

First-Year Curriculum

The first-year curriculum is required for all J.D. candidates.

<i>Courses</i>	<i>Fall</i>	<i>December Examination</i>	<i>Spring</i>	<i>May Examination</i>
Civil Procedure	3		3	X
Criminal Law	3	X		
Contracts			5	X
Constitutional Law	3		2	X
Torts	5	X		
Property			4	X
Introduction to Legal Clinic	<u>1</u> 15	<u>8</u>	<u>1</u> 15	<u>20</u>

The first-year class will be divided unevenly for assignment to sections of each course. One or more sections of each first-year course will be small, with not more than twenty-five students. The other section of that course will contain the balance of the first-year class. Each first-year student will be assigned to one small section class and will study with the balance of his class in the large sections of all other courses. For example, if a student is assigned to the small section in Torts he will automatically be assigned to the large sections of his other first-year courses. The research and writing program will be organized in conjunction with the small sections of each course.

FIRST-YEAR COURSE DESCRIPTIONS

110. Civil Procedure. This course is devoted to a consideration of the basic problems of civil procedure. It is designed to acquaint students with the funda-

mental stages and techniques of litigation—e.g., pleading, discovery, trial, appeal, judgments, and multiparty actions—and to introduce them to underlying problems such as jurisdiction, choice of law in a federal system, and the role of courts as law-making institutions. 3 s.h. fall; 3 s.h. spring. *Paschal and Rowe*

120. Constitutional Law. The distribution of, and limitations upon, governmental authority under the Constitution of the United States. Included are study of the doctrine of judicial review of legislative and executive action, the powers of Congress and the President, the limitations on state governmental powers resulting from the existence or exercise of congressional power, and judicial protection against the exercise of governmental power in violation of rights, liberties, privileges, or immunities conferred by the Constitution. 3 s.h. fall; 2 s.h. spring. *Dellinger and Van Alstyne*

130. Contracts. The formation and legal operations of contracts, their assignment, significance to third parties, and relationship to torts, restitution, and commercial law developments; the variety, scope, and limitations on remedies; and the policies, jurisprudence, and historical development of promissory liability. 5 s.h. spring. *DeMott and Mueller*

140. Criminal Law. An introductory study of the law of crimes and the administration of criminal justice; analysis of the criminal act and the mental element in crime; consideration of specific offenses as defined by statute and the common law; discussion of typical defenses in relation to specific crimes. 3 s.h. fall. *Livengood, Lefstein, Price, and Shimm*

160. Property. The basic concepts of real property law and conveyancing. Historical background; estates in land, including the fee simple, the fee tail with



its statutory substitutes, the life estate, the estate for years and other non-freeholds; concurrent ownership; types of future interests; conveyances before and after the Statute of Uses, landlord and tenant; the modern deed—kinds, delivery, description, title covenants; and agreements running with the land at law and in equity; easements; recording and title registration. 4 s.h. spring. *Currier and Sparks*

170. Torts. An analysis of liability for personal injuries and injuries to property. After considering "cause in fact," intentionally inflicted harm and the development from trespass to negligence, the course concentrates mainly on the negligence issue. The reasonable man standard and its application and proof before courts and jury are explored. Limitations such as contributory negligence, lack of duty, and proximate cause are considered as are special rules governing owners and occupiers of land. The question of damages is analyzed; the course also examines strict liability, the liability of producers and sellers of products, insurance, and workmen's compensation. 5 s.h. fall. *Christie and Lange*

Second- and Third-Year Curriculum

In the absence of special authorization from the Dean, each student is required to take in each semester courses aggregating not less than twelve and not more than sixteen hours.

The program in the second and third years is entirely elective, with the exception of The Legal Profession, which is required. In planning his elective program, the student should bear in mind that certain courses are prerequisites to other advanced courses:

Business Associations is a prerequisite to Business Planning, Corporate Finance, Securities Regulation, Corporate Taxation, and the Seminar in Corporate Planning and Drafting.

Civil and Criminal Trial Practice is a prerequisite to the Clinical Seminars in Criminal Justice Administration, Poverty and the Administration of Civil Justice, and Juvenile Justice.

Commercial Law is a prerequisite to Consumer Protection and Debtors' Estates.

Corporate Taxation is a prerequisite to Business Planning.

Evidence and Criminal Procedure are prerequisites to trial practice courses.

Estate and Gift Taxation and Trusts and Estates I and II are prerequisites to the Seminar in Estate Planning.

Labor Relations I is a prerequisite to Labor Relations II.

Labor Relations I and II are prerequisites to the Seminars in Labor Law and Internal Union Affairs.

Personal Income Taxation is a prerequisite to other tax courses, except that it may be taken simultaneously with Estate and Gift Taxation.

Securities Regulation is a prerequisite to Business Planning.

Trusts and Estates I is a prerequisite to Trusts and Estates II.

The student should also bear in mind that, although the program in the second and third years is entirely elective, for logical course progression and in order to avoid conflicts in the class schedule, it would be advisable for certain basic electives to be taken in the second year and certain other electives in the third year. A memorandum of advice is available in the Dean's office.

Clinical Education. In its continuing efforts to provide a broad legal education, Duke Law School has made a strong commitment to the development of clinical legal education. At the present time the clinical program is staffed by a director and three graduate fellows offering four-credit clinical courses in crimi-

nal justice administration, juvenile justice, and poverty and the administration of civil justice. These courses combine simulation and gaming techniques with closely supervised representation of indigent clients for maximum educational benefit to the students involved. Clinical experience of a different nature is also available in the following courses and seminars:

- Civil Trial Practice
- Civil and Criminal Trial Practice
- Seminar in Corporate Planning and Drafting
- Seminar in Estate Planning
- Seminar in Psychiatry and the Law
- Seminar in Legal Problems of a University

Second-Year Recommended Courses

<i>Courses</i>	<i>Fall</i>		<i>Spring</i>
Administrative Law			3
*Business Associations	4		
Commercial Law	4	or	4
Corporate Taxation			3
*Criminal Procedure	3		
Estate and Gift Taxation			3
*Evidence	3	or	3
*Labor Relations I	2		
*Labor Relations II			2
Legal Accounting	2		
Personal Income Taxation	3	or	3
*Trusts and Estates I	4		
*Trusts and Estates II			2

Other Electives

<i>Courses</i>	<i>Fall</i>		<i>Spring</i>
Admiralty	3		
Antitrust	4		
Business Planning			4
Civil Trial Practice			2
Civil and Criminal Trial Practice	3	or	3
Civil and Criminal Trial Practice	2		
Conflict of Laws			3
Consumer Protection	2		
Corporate Finance			2
Debtors' Estates	3		
Environmental Law			3
Family Law			3
Federal Courts			3
International Business Transactions			3
International Law	3		
Jurisprudence			3
Labor Standards			2
Land Use Planning	2		
Law and the Arts			3
Legal History			2
Legal Profession	1		
Modern Real Estate Financing	3		
Oil and Gas Law			2
Regulated Industries			3
Remedies	2		
Securities Regulation	3		
State and Local Government			3
Workmen's Compensation			2

*For those intending to take advanced courses and seminars in area.

<i>Seminars</i>	<i>Fall</i>		<i>Spring</i>
Clinical Seminar in Criminal Justice Administration	4	or	4
Clinical Seminar in Juvenile Justice			4
Clinical Seminar in Poverty and the Administration of Civil Justice	4	or	4
Comparative Law			2
Corporate Planning and Drafting	2	or	2
Criminal Law			2
Criminal Procedure	2		
Estate Planning	2		
Federal Practice of Civil Rights and Civil Liberties	3	or	2
International Organizations			2
Labor Law	2		
Law, Politics, and Legislation	3		
Legal Issues in Health Care	2		
Legal Problems of a University			2
Military Law			2
Psychiatry and the Law			2
Racial Discrimination	2		
Sex Discrimination	2		
Independent Research	—	and	—

Not Offered 1976-1977

Clinical Seminar in Legal Problems of Older Americans
 Personal Torts
 Seminar in Communications
 Seminar in Community Property
 Seminar in Internal Union Affairs
 Seminar in Public Schools
 Seminar in Sentencing and Corrections
 Seminar in Tax-Exempt Organizations
 Seminar in World Law

All students are advised to study carefully the rules governing admission to the bar in each jurisdiction in which they are considering practicing after graduation. Some states, such as Indiana and Ohio, have specific requirements and others, such as New York, have detailed provisions relating to other matters. Students should also be aware that some federal district courts have promulgated or are considering rules requiring the successful completion of certain courses as a prerequisite for admission to practice. For example, a Committee of the United States Court of Appeals for the Second Circuit has recommended that applicants for admission to the District Courts of that circuit show that they have successfully undertaken courses in Evidence, Civil Procedure, Criminal Law and Procedure, Professional Responsibility, and Trial Advocacy.

UPPERCLASS COURSE DESCRIPTIONS

200. Administrative Law. Administrative agencies and legislative authority; information gathering and withholding; rulemaking and order-formulating proceedings; judicial review of administrative action; constitutional limitations on administrative powers. 3 s.h. spring. *Fleishman*

400. Admiralty. The special body of law governing maritime affairs, especially the transportation of goods and passengers by water. Admiralty jurisdiction; marine insurance; carriage of goods, charger parties; general average; rights of injured seamen and others; collision; salvage; maritime liens and ship mortgages; limitations and liability; governmental activity in shipping. 3 s.h. fall. *Paschal*

205. Antitrust. A study of the federal antitrust laws and the policy of using competition to control private economic behavior. 4 s.h. fall. *Havighurst*

210. Business Associations. The process of incorporation, promoters, and pre-incorporation transactions, distribution of powers within that corporation, workings of the proxy system, special features of the close corporation, duties and liabilities of insiders, problems in connection with the purchase or sale of any security, shareholders derivative suits and related rights and comparison with general principles of agency and partnership. In addition: generalized treatment of financing of corporate enterprise, governmental regulations of distribution of public issues of securities, dividends, and other distributions to shareholders, fundamental changes by recapitalization, merger, and other combinations. (Special treatment of these topics is reserved for other courses and seminars, particularly Corporate Finance, Securities Regulation, and Business Planning.) 4 s.h. fall. *DeMott*

300. Business Planning. This course involves advanced work in corporation partnership and income tax law, securities regulation and accounting on a series of problems that commonly and currently face business lawyers in the formation and financing of business organizations, restructuring ownership interests and financing their withdrawal, share repurchases for insiders' strategy, sales and purchases of businesses, merger and other enterprise combination, enterprise division and dissolution. The problems are analyzed, and solutions are presented in class discussion and papers by an integrated approach that embraces the interplay of restraints posed by various areas of the law. Courses in Corporate Taxation and Securities Regulation are prerequisites to this course. 4 s.h. spring. *Stolz*

385. Civil Trial Practice. A study, through student performance, of the role of an advocate in the trial of civil law suits, with emphasis on methods of pretrial preparation and development of facts in court, typical uses of rules of procedural and substantive law in trial proceedings, and tactical and ethical aspects of problems which confront the trial lawyers. 2 s.h. spring. *Caffrey*

380-1. Civil and Criminal Trial Practice. This course covers the same general subject matter as does the course in Civil Trial Practice and also examines the problems facing the advocate in a criminal proceeding. 3 s.h. fall; 3 s.h. spring. *Bocchino*

380-2. Civil and Criminal Trial Practice. This course covers the same general subject matter as does the course in Civil Trial Practice and also examines the problems facing the advocate in a criminal proceeding. 3 s.h. fall. *Beskind*

380-4. Civil and Criminal Trial Practice. This course covers the same general subject matter as does the course in Civil Trial Practice and also examines the problems facing the advocate in a criminal proceeding. 3 s.h. spring. *Bocchino*

380-5. Civil and Criminal Trial Practice. This course covers the same general subject matter as does the course in Civil Trial Practice and also examines the problems facing the advocate in a criminal proceeding. 2 s.h. fall. *Johnson*

215. Commercial Law. This integrated study of the law governing commercial transactions emphasizes the application of the Uniform Commercial Code, particularly the articles dealing with sales, secured transactions, and commercial paper. A primary objective of the course is the development of an analytical basis for interpretation of this statute. The business judgments of commercial practice provide an interpretative framework. The structure of typical transactions is emphasized to suggest both the interrelation of the several articles of the Code and the relevance of other statutory and decisional law. Topics which are given particular emphasis include the function of common forms of commercial paper, the mechanics of the bank collection process, and the operation of retail credit systems. 4 s.h. fall; 4 s.h. spring. *Weistart and Shimm*

310. Conflict of Laws. A study of the special problems which arise when the significant facts of a case are connected with more than one jurisdiction. Recognition and effect of foreign judgments; choice of law; federal courts and conflict of laws; the United States Constitution and conflict of laws. 3 s.h. spring. *Van Alstyne*

220. Consumer Protection. Study of consumer sales and consumer credit transactions and their regulation. Subject areas are likely to include deceptive sales practices and advertising, and consumer credit in sales and loans. Consideration of the potential and limitation of a variety of judicial, legislative, and administrative approaches to dealing with the problems of consumers in a mass distribution, merchandising, and advertising economy that is increasingly based on credit transactions. Emphasis will be placed on recent federal legislation. 2 s.h. fall. *Currier*

315. Corporate Finance. Diverse characteristics of shares and creditor securities, consideration and payment of shares and creditor securities, rights and option in shares, capital and surplus and related accounting concepts, limitations on dividends and share repurchases, impact of federal regulation on promoter's role and public-issue financing, anatomy of merger, asset and stock acquisitions, alteration and combining of corporations. 2 s.h. spring. *Bradley*

320. Corporate Taxation. A selection of substantial income tax problems affecting corporations and shareholders. 3 s.h. spring. *Luther*

224. Criminal Procedure. A study of the basic elements of criminal procedure, with special emphasis upon constitutional requirements, including arrest, "stop and frisk," search and seizure, electronic surveillance, the preliminary hearing, bail, criminal discovery, plea bargaining, and prosecutorial discretion. 3 s.h. fall.

325. Debtors' Estates. A study of the methods by which conflicts between the financially distressed debtor and his creditors and conflicts among his creditors may be resolved. Considered and comparatively evaluated are remedies invoked by both the debtor and a creditor or creditors, those looking to both debtor-liquidation and debtor-rehabilitation, and those both without and within the Bankruptcy Act. These remedies include individual collection procedures, common law settlements, general assignments and receiverships, straight bankruptcy, and chapter proceedings. Against this background, proposed legislative changes are discussed and appraised. 3 s.h. fall. *Shimm*

327. Environmental Law. A study of recent statutes and cases related to environmental management and natural resource protection. Emerging national environmental policy is examined within its social, economic, and ecological context. 3 s.h. spring.

330. Estate and Gift Taxation. The principal emphasis of the course is on the federal estate and gift taxes. Consideration is also given, however, to the related portions of the federal income tax dealing with the taxation of the income of estates and trusts. 3 s.h. spring. *Kahn*

225. Evidence. A study of the theory and rules governing the presentation of evidence to a judicial tribunal including the function of the judge and jury; the concept of relevancy; character evidence, judicial notice; real and demonstrative evidence; authentication of writings, the best evidence rule; competency, impeachment, and rehabilitation of witnesses; hearsay and the exceptions to its exclusion; privileged communications. 3 s.h. fall; 3 s.h. spring. *Bocchino and L. Levin*

335. Family Law. Developments in the relationship between the state and the family. The course will survey the spectrum of family relationships and activities regulated in some fashion by the state, including procedures for marrying, legal relationships within an on-going family, and problems in the dissolution of the family. Special emphasis will be placed on agreements concerning the custody of children and property settlements on divorce. There will be some discussion of the family as seen by other behavioral disciplines. 3 s.h. spring. *Rosen*

340. Federal Courts. A study of the federal courts with respect to the part played by them in achieving a workable federalism. Special attention will be given to the original jurisdiction of the federal district courts, the relationship of the federal courts to state courts and state law, and the permissible and desirable range of federal judicial power. 3 s.h. spring. *Paschal*

345. International Business Transactions. Legal framework of United States foreign trade and investment; foreign trade and investment laws of selected foreign countries; function of international economic law; international economic agreements; problems of foreign trade and investments. 3 s.h. spring. *Grzybowski*

230. International Law. A survey of public international law of peace, as evidenced especially in decisions of national and international courts; the drafting and interpretation of treaties; the nature of handling of international claims; the organization and jurisdiction of international tribunals with special reference to the International Court of Justice; developments with respect to the codification of international law. 3 s.h. fall. *Grzybowski*

235. Jurisprudence. A historical examination of the development of legal philosophy from ancient times to the contemporary period. 3 s.h. spring. *Christie*

240. Labor Relations I. This course, in combination with Labor Relations II, is envisioned as an integrated, full-year, two-hour program in basic labor relations law. However, it is recognized that some students are primarily interested in other fields and want only enough labor law to enable them to recognize a labor problem when they see one and to know when to consult a specialist. Consequently, Labor Relations I can be taken independently. Its core is the establishment of the collective bargaining relationship—with emphasis upon the organizational process and the law relating to strikes, lockouts, picketing, boycotts, and unfair labor practices. A concerted effort is made to include enough collective bargaining law to avoid leaving the distorted impression that labor relations consist exclusively, or even primarily, of economic warfare. 2 s.h. fall. *Livengood*

245. Labor Relations II. It is anticipated that most students who take Labor Relations I will continue with Labor Relations II, and the former is a prerequisite to the latter. The primary focus of the course is upon the negotiation and administration of collective agreements after the bargaining relationship has been established. Attention is given to the duty to bargain (its nature, scope, and duration), the terms of the labor-management contract, and procedures for orderly dispute settlement (arbitration, mediation, judicial enforcement, etc.). As time permits, some consideration is given to the "frontiers" of labor law—public sector bargaining, national emergency disputes, internal union affairs, individual employee rights, etc. Obviously, the line between Labor Relations I and II is artificial and amorphous, and it will not always be drawn in the same place. It is contemplated, however, that the student who has taken Labor Relations I, Labor Relations II, Labor Standards, and the Seminars in Labor Law and Internal Union Affairs will have had a fairly comprehensive exposure to the major areas of elementary labor law. 2 s.h. spring. *Livengood*

350. Labor Standards. Government regulation of conditions of employment, including the Fair Labor Standards Act and other wage-hour and child-labor statutes, unemployment insurance, workmen's compensation, equal employment opportunity, and other social security legislation, and related laws establishing minimum standards for the creation, continuance, and termination of the employment relationship. In addition to other objectives, the course will seek to develop skills in legislative advocacy and procedure and in the drafting and interpretation of statutes. 2 s.h. spring. *Livengood*

355. Land Use Planning. A survey of legislative, administrative, and judicial controls utilized to facilitate the orderly development and redevelopment of real property. This consideration will include public and private nuisance, zoning, subdivision control, housing codes, street mapping, and condemnation. The clash of individual and societal interests in land use is explored through case involving the distinction between valid police power regulations and "takings" for public use which require payment of compensation. Problems of urban renewal, regional planning, and pollution of water and air also receive consideration. 2 s.h. fall. *Currier*

357. Law and the Arts. An introduction to basic problems in entertainment law, the area of specialty practice involving the representation of publishers, broadcasters, cable television operators, film producers, artists, writers, musicians, and performers. The course includes detailed instruction in the law of copyright as well as unfair competition in artistic works, the protection of ideas, the right of publicity and performers' rights, and selected aspects of defamation and invasion of privacy. 3 s.h. spring. *Lange*

250. Legal Accounting. An examination and analysis of accounting principles and practices necessary for understanding and investigating facts relevant to a variety of legal problems. The course is designed to familiarize students with the language of accounting, what it discloses and what it leaves unsaid, and how the work of accountants is used by government in regulation of business, by business managers in making decisions, by lawyers in solving legal problems, and by investors and lenders in managing and protecting their property. 2 s.h. fall. *Luther*

410. Legal History. A study of the development of fundamental English and American legal institutions. 2 s.h. spring. *Christie*

360. Legal Profession. A study of the function of lawyers; the organization of legal education and the profession, legal relations between lawyers and clients including fee arrangements, and lawyers' liability for malpractice; standards of professional conduct; techniques for making legal services available, role of lawyers in litigation, negotiation, counseling, and politics. 1 s.h. fall. *Pye*

365. Modern Real Estate Financing. An examination of techniques of real estate financing including conventional mortgages, subdivision development, and federal assistance to real developers. 3 s.h. fall. *Everett*

396. Oil and Gas Law. Nature of landowner's interests in oil and gas and extent of its legal protection; construction and effect of the oil and gas lease and other instruments affecting interests in oil and gas; governmental regulation of drilling and production. 2 s.h. spring. *Price*

255. Personal Income Taxation. An introduction to federal income taxation, with emphasis on the determination of taxable income of business, the character of the income realized, and the proper taxpayer on which to impose the tax. 3 s.h. fall; 3 s.h. spring. *Luther and Kahn*

415. Personal Torts. A study of the law of defamation, privacy, and infliction of emotional distress from the point of view both of tort law and constitutional law. The availability of tort actions to redress violation of constitutional rights will also be examined. (Not offered 1976-1977.)

370. Regulated Industries. A study of government economic regulation in such regulated industries as transportation, electric power, telephone, broadcasting, oil and gas, and health care, with emphasis on control of entry, mergers, and rates, and on the interface between regulation and the antitrust laws. 3 s.h. spring. *Havighurst*

332. Remedies. A survey of the law of remedies, dealing with remedial devices available in various substantive areas of law. In some respects an advanced civil procedure course; emphasis on injunctive and other equitable relief not considered in detail in other courses. 2 s.h. fall. *Rowe*

375. Securities Regulation. A study of the federal and state securities laws and the industry they govern with emphasis on the mechanics and regulation of the distribution process and trading in securities; subjects dealt with include the functions of the Securities and Exchange Commission, registration and disclosure requirements and related civil liabilities, "blue-sky" laws, proxy solicitation and reporting requirements, broker-dealer regulations, the self-regulatory functions of the exchanges, and the regulation of investment companies. 3 s.h. fall. *Stolz*

390. State and Local Government. This course examines the scope of local government power, intergovernmental relations, legislation by local government, enforcement of regulatory measures, labor-management relations in public employment, financing local government, public expenditures, urban renewal, housing and code enforcement, eminent domain, governmental tort liability. 3 s.h. spring. *Everett*

265, 270. Trusts and Estates I and Trusts and Estates II. Noncommercial property dispositions, both testamentary and *inter vivos*, including the following topics: the state system, trusts, and powers of appointment as instruments for estate planning; intestate succession; execution and revocation of wills; creation of trusts; class gifts and construction; ademption and lapse, integration of dispositive schemes; charitable trusts; resulting trusts; remedies for wrongful interference with succession and transfer; problems in trust administration; rules against perpetuities, accumulations, and restraints on alienation. (Students may take one or both semesters, except that Trusts and Estates I is a prerequisite to Trusts and Estates II. Contracts and Property are both prerequisites to Trusts and Estates I.) Trusts and Estates I, 4 s.h. fall. *Sparks*. Trusts and Estates II, 2 s.h. spring. *Sparks*

547. Workmen's Compensation. This course covers the main elements of workmen's compensation law in the United States, together with questions of conflict of laws, third-party actions, and coordination with other social insurance programs. 2 s.h. spring. *Larson*

SEMINAR DESCRIPTIONS

521. Clinical Seminar in Criminal Justice Administration. An examination of the criminal justice system from the point of view of the criminal justice practitioner. Using simulation and gaming techniques, students will participate as attorneys in a mock case from initial interview through trial covering all aspects in the development of criminal litigation. The class will also examine the administration of criminal justice following a systems approach with emphasis

on the need for interaction of police, courts, and corrections. The clinical phase of the seminar requires each student to practice with criminal justice practitioners pursuant to the North Carolina Rules Governing Practical Training of Law Students. Placements include Solicitor's Offices, U. S. Attorney Offices, police legal advisors, and private defense counsel. 4 s.h. fall; 4 s.h. spring. *Beskind*

522. Clinical Seminar in Legal Problems of Older Americans. Interdisciplinary clinical seminar exploring legal and social problems of older people in our society. Class work includes simulated exercise on interviewing, counseling, negotiation, and legislative, administrative, and public interest advocacy. Substantive law covered includes social security, supplemental security income, health services, commitment and competence, income taxation of the elderly, and problems of death and dying. Class members work with legal services lawyers, sociologists, and doctors at the Older American Resource and Services Center, or with legislators in the North Carolina General Assembly. (Not offered 1976-1977.)

531. Clinical Seminar in Poverty and the Administration of Civil Justice. This seminar will focus on several current issues involving the legal system and how low and middle income consumers are affected by it. Some students will work with private attorneys in Raleigh, Durham, and Chapel Hill who are experienced in consumer law. Some will work with consumer attorneys at the Legal Aid Society of Durham County and the Wake County Legal Aid Society. Some may be placed with the Consumer Protection Division of the Attorney General's Office in Raleigh.



Part of the group will probably study small claims courts in North Carolina and prepare a report to be submitted to the legislature on statutory changes deemed to be desirable. In preparing this report the group will likely observe the court in action, study court records, and be assisted by a computer programmer.

Other possible projects may include an examination of the impact of FTC rulemaking on local consumer credit practices and a study of how recent developments in the law of usury (including the sale of credit insurance) can be applied in North Carolina to benefit the consumer.

The development of practical skills such as interviewing, drafting, negotiating, discovery techniques, and conducting trials will be emphasized throughout the course. 4 s.h. fall; 4 s.h. spring. *Bentley and McLain*

503. Seminar in Communications. An in-depth study of government regulation of news media and other legal problems involving the publication and broadcasting industries. (Not offered 1976-1977.)

218. Seminar in Community Property. The marital property laws of Arizona, California, Idaho, Louisiana, Nevada, New Mexico, Texas, and Washington; comparison to Spanish system. Students elect one state's laws to research weekly problems. (Not offered 1976-1977.)

512. Seminar in Comparative Law. An examination and comparison of the law of selected jurisdictions on certain specific topics. The history, sources, and methods of the civil law will be investigated, discussed, and compared with those of common law countries, with specific emphasis on administrative law and procedure, social welfare programs, and judicial review of administrative action. 2 s.h. spring. *Grzybowski*

505. Seminar in Corporate Planning and Drafting. The student is given hypothetical corporate problems (perhaps taken from the practicing lawyer's desk) on a client's proposed course of action; each problem is designed to require the student to grasp the business situation and goals involved, analyze for pertinent legal principles, plan the transaction to avoid legal business (including taxation) pitfalls, plan the requisite steps to consummate the desired transaction, draft the appropriate papers, and present his research. 2 s.h. fall; 2 s.h. spring. *Stolz*

510. Seminar in Criminal Law. Current problems in administering criminal justice, including studies of theory and technique in criminal procedure (investigation, prosecution, and defense of criminal charges), inquiry into basic policy in the use of criminal sanctions for the promotion of public order, consideration of contemporary developments (legislative, judicial, and administrative) in criminal law, and analysis of specific problem areas such as mental responsibility, sexual deviation, attempts, and vicarious liability. 2 s.h. spring. *Livengood*

560. Seminar in Criminal Procedure. Investigation of crime and police practices pertinent thereto, including detention and arrest, interrogation, search and seizure; exclusionary rules of evidence; motions for continuance, change of venue, and challenges to the jury; problems of the indigent defendant; discovery problems in criminal trials; post-trial appellate procedures. 2 s.h. fall. *Everett*

515. Seminar in Estate Planning. Seminar devoted to problems and techniques of tax and estate planning. 2 s.h. fall. *Powe and Sparks*

500. Seminar in the Federal Practice of Civil Rights and Civil Liberties. A combination of advanced constitutional law and federal practice, working

through a series of problems to provide: (a) familiarity with the principal federal statutes (procedural, substantive, and remedial) used in civil rights litigation; (b) their judicial interpretation and application; and (c) a consideration of frontier constitutional issues. 3 s.h. fall. *Van Alstyne*. 2 s.h. spring. *Rowe*

520. Seminar in Internal Union Affairs. The focus of the seminar is on the internal functioning of labor organizations, with particular emphasis on the application of the Labor-Management Reporting and Disclosure Act of 1959 and that segment of federal decisional law under the Labor-Management Relations Act which considers a union's obligations to its membership. Class sessions are topically structured to consider the union's duty of fair representation, its authority to discipline individual members, its obligations with regard to internal elections and financial integrity, and the limitations upon its demand of loyalty from its membership. Consideration is also given to the relationship of the local union to its international body. (Not offered 1976-1977.)

563. Seminar in International Organizations. This course explores the principal legal questions, including current controversies, affecting the United Nations and other international organizations. 2 s.h. spring. *Larson*

525. Seminar in Labor Law. An intensive examination of significant problems in collective bargaining, union-management relations, and labor dispute settlement, with emphasis upon the drafting and interpretation of contract clauses, theories and techniques in contract negotiation, grievance handling, voluntary arbitration, and other procedures for the adjustment of disputes, comparison of collective bargaining in the public and private sectors, and the interrelation of the legal and economic aspects of labor problems. 2 s.h. fall. *Liven-good*

356. Seminar in Law, Politics, and Legislation. An examination of the statutory and constitutional regulation of political activity. Topics include lobbying, campaign practices, campaign financing, political influence in administrative decision-making, conflict of interest, as well as others. 3 s.h. fall. *Fleishman*

528. Seminar in Legal Issues in Health Care. A study of the health care delivery system and the legal problems it presents. The seminar will direct attention to licensing and other controls over physicians and other health personnel, the law of medical malpractice and other mechanisms for assuring the quality of care, regulatory mechanisms to contain costs, and proposals for national health insurance or other fundamental reform. 2 s.h. fall. *Havighurst*

358. Seminar in Legal Problems of a University. A problem approach to the issues raised by the transaction of business by a university. 2 s.h. spring. *Haslam*

527. Interdisciplinary Seminar in Medical-Legal-Ethical Issues. A seminar composed of students and faculty from the Medical, Law, and Divinity Schools for critical consideration of selected pertinent issues of mutual professional interest. (Not offered 1976-1977.)

570. Seminar in Military Law. A study of military jurisdiction, the rights of military personnel, the body of both substantive and procedural law that has developed under the Uniform Code of Military Justice; in addition to its other goals, the seminar will seek to develop skills in statutory interpretation and to encourage comparisons between civilian and military criminal law administration. 2 s.h. spring. *Everett*

530. Seminar in Psychiatry and the Law. An inquiry into the relationship between the science of psychiatry and various facets of civil and criminal law. 2 s.h. spring. *M. Shimm and C. Shimm*



535. Seminar in Public Schools. This course examines public elementary and secondary education from two perspectives. The initial focus is on the institutional and legal framework—the organization, financing, and governance of public schools and their relationship to other governmental bodies. The second part of the course examines education and the educational system from the perspective of the individual student. The various concepts of equal educational opportunity—equal resources, equal treatment regardless of race or color, equal outcomes—are reviewed. (Not offered 1976-1977.)

573. Seminar in Racial Discrimination. This seminar examines the legal aspects of the principal areas of racial discrimination—political and legal rights, public accommodations and facilities, education, employment, and housing—with emphasis on recent federal statutes and Supreme Court decisions. 2 s.h. fall. *Larson*

540. Seminar in Sentencing and Corrections. An examination and discussion of postconviction disposition of criminal offenders. (Not offered 1976-1977.)

575. Seminar in Sex Discrimination. The principal forms of sex discrimination are covered, including legal, political, educational, personal, and marital, with the major portion of the seminar concentrating on sex discrimination in employment. 2 s.h. fall. *Larson*

581. Seminar in Tax-Exempt Organizations. A study of the exemption from federal income tax accorded to a variety of public and private organizations and the tax treatment of contributions to such organizations, the public policies underlying the exemption from tax and deductibility of contributions, and the broad new enforcement powers to be undertaken by the Internal Revenue Service. (Not offered 1976-1977.)

583. Seminar in World Law. The emphasis of this course is on those aspects of national and international law which have an important influence on weakening or strengthening a world legal order. The course does not duplicate the material in the regular course on international law. (Not offered 1976-1977.)

COURSES IN OTHER DIVISIONS OF THE UNIVERSITY

The courses in other divisions of the University which are listed below may be of particular interest to law students.

Business Administration 346. Public Policy of the Firm. Builds on the theory of market failure to describe the rationale for societal intervention in business activities and reasonable firm responses. Considers environmental action, monopoly relation, discrimination, poverty, consumer issues, and problems arising from shifts in demand and supply. Emphasis on the role of the business firm in solving societal problems. 3 s.h. spring. *Instructor to be announced*

Public Policy Sciences 221. Analytical Methods I: Decision Analysis for Public Policy Makers. The decision analysis approach as a strategy for policy-making. Includes methods for structuring decision dilemmas and decomposing complex problems; techniques for guesstimating the probabilities associated with uncertain consequences of alternative decisions; and procedures for appraising the relative goodness or badness of these consequences. 3 s.h. fall. *Blaydon or Fischer*

Public Policy Sciences 222. Analytical Methods II: Data Analysis for Public Policy Makers. Statistical tools including sampling theory, Bayesian statistics, and regression analysis are employed to analyze public policy data. Examples are drawn from problems in health care, transportation, crime, urban affairs, and politics. 3 s.h. fall. *Behn, Fischer, and Vaupel*

Public Policy Sciences 223. Ethics and Policymaking. An analysis of familiar normative concepts in politics—liberty, justice, the public interest—in terms of their historical and philosophical roots, their relation to one another and to the American political tradition, and their implications for a range of domestic policy problems. 3 s.h. fall. *Price*

Public Policy Sciences 224. Applications of Administrative and Organization Theory. Behavioral analysis of public organizations with emphasis on the impact of organizational structures, individual needs and motivations, and politics on the formulation and implementation of public policy. 3 s.h. spring. *Hawley*



Student Life



The University

Duke University has an enrollment of 9,040 students from every state and many foreign countries. Trinity College of Arts and Sciences, the Graduate School, the Graduate School of Business Administration, the Schools of Divinity, Engineering, Forestry, Law, Medicine, Nursing, the Marine Laboratory and the Duke Hospital are the major components of the University. The University is about two miles from the business district of Durham and is situated on wooded hills constituting part of the 8,000-acre Duke Forest.

Durham, with a population of approximately 100,000, is in the Piedmont region of North Carolina. Although Duke Law School is not located in a major metropolitan area, the resources of the combined Durham-Chapel Hill-Raleigh area approximate those of many urban areas. Each of these cities contains a major university. The physical proximity of Duke to the University of North Carolina, only eight miles away, and North Carolina State University, twenty-five miles away, makes Chapel Hill and Raleigh readily available for shopping and social and cultural activities. The "Triangle" area has a total combined student population of over fifty thousand students. A large facility of the Environmental Protection Agency is located in the Research Triangle Park, a developing area south of Durham. Durham is noteworthy among southern cities for its thriving Black business community including the headquarters of a major Black insurance company.

Living Accommodations

Housing. The majority of law students, both married and single, live in private off-campus housing. Apartments in Durham are plentiful and by national standards moderate in price. Good roads and the absence of heavy traffic make commuting to the Law School from a considerable distance easy. This enables students to choose from a wide variety of housing types. A full range of housing from ultra-modern apartments to rustic cottages is located within minutes of the School. Students desiring to live in off-campus housing may ob-

tain in mid-summer from the Assistant Dean's office a list of similarly situated incoming students with whom they will be able to share housing expenses. Both married and single students desiring to live off-campus should plan to come to Durham one to two weeks early to find housing.

Campus housing in the Graduate Center and in apartments is described in the chapter on Financial Information.

Opportunities to serve on the residential staff in undergraduate dormitories are available. The living accommodations vary in different dormitories, but usually consist of a single room or a two-room apartment. The positions also provide financial assistance. Interested students or spouses should contact the Office of the Dean of Students, 121 Allen Building, Duke University, Durham, North Carolina 27706. Interviews are held in the spring.

Dining Facilities

Dining facilities are located in the Union Building, within easy walking distance of the Law School. The cost of food for the academic year will average approximately \$875 if a student dines in University cafeterias.

A large number of law students prefer to bring their lunches from home and eat in one of the student lounge areas in the Law School. Vending machines are located on the ground floor.

Placement Service

Placement of Duke Law School students and graduates is the concern of an active Placement Office located in the Law Building. Its staff is composed of one full-time director, one full-time assistant, and several student assistants. The activities of the Placement Office can be broken down into three general categories: coordination of an extensive on-campus recruiting season, production of the *Placement Bulletin* and other publications designed to introduce the Law School and its students to the legal community, and custodial responsibility for a wealth of materials on legal careers, available positions, bar membership, and other related areas.

The on-campus recruiting season takes place primarily during the fall of the year when about 180 employers send representatives to interview members of the two upper classes. As a result of these interviews a substantial number of students in each of these classes receives offers of employment.

Duke was the first law school to initiate a *Placement Bulletin*, a type of publication since adopted by a number of other schools. The *Placement Bulletin*, now in its twenty-sixth edition, contains the pictures and brief resumés of the graduating and second-year students. It is widely circulated among selected law firms, companies, government agencies, and other potential employers.

As the repository for a vast amount of information which is of interest to every student in the Law School, the Placement Office accepts the responsibility of encouraging students to explore the variety of careers available to them and of teaching students about job-hunting as well. Orientation meetings for students in all three classes are conducted by members of the staff, upperclass students, and invited speakers. The information on file in the office includes an extensive list of inquiries from employers in all parts of the country who are unable to interview at the Law School. A file of background information is maintained for every employer who has been in contact with the Law School during the past few years.

Finally, it must be remembered that the students themselves are primarily responsible for finding employment. They must be willing to devote a large amount of their time to letter writing and to interviewing, both on and off

campus. It is common knowledge that the law schools of America are graduating more students than the number of available positions traditionally occupied by lawyers. The Law School diligently attempts to assist its graduates, but the ultimate responsibility rests with the student.

Student Health

One of the prerequisites for gaining the most from the University experience is a sense of well-being. The aim of the University Health Service is to provide medical care and health advice necessary to help the student enjoy being a part of the University community. To serve this purpose, both the University Health Services Clinic and the University Infirmary are available for student health care needs.

The main components of the Health Service include the University Health Services Clinic, located in the Pickens Building on West Campus, and the University Infirmary on the East Campus. Emergency transportation, if required, can be obtained from the Duke Campus Police. Residential staff personnel should be consulted if possible for assistance in obtaining emergency treatment.

The facilities of the University Health Services Clinic are available during both regular and summer sessions to all currently enrolled full-time students. The facilities of the University Infirmary are available during the regular sessions only from the opening of the University in the fall until graduation day in the spring to all currently enrolled full-time students.

All regularly matriculated law students of the University who have paid full tuition and the student health fee are entitled to student health benefits.

Students who are living in Durham year-round while attending Duke University may elect to continue in the Student Health Program during the summer months when they are not attending classes by paying the Student Health Fee for this period. Proof of preregistration for the next semester is required. All fees are paid directly to the Bursar's office. Information regarding the fee is available at the Bursar's office.

Students are not covered during vacations, and their dependents and members of their families are not covered at any time.

The resources of the Duke University Medical Center are available to all Duke students and their spouses and children. Charges for any and all services received from the Medical Center are the responsibility of the student as are the charges for services received from physicians and hospitals not associated with Duke University.

The Student Mental Health Service is located in the Pickens Building. It provides evaluations, brief counseling, and/or treatment for matters ranging from questions about normal growth and development to the most serious psychiatric disorders.

The University has made arrangements for a Student Accident and Sickness Insurance Plan to cover all full-time students for a twelve-month period. For additional fees a student may obtain coverage for a spouse or a spouse and child. Participation in this program is on a waiver basis. The University expects all students to be financially responsible for medical expenses above those covered by the University Student Health Program through the University Accident and Sickness Policy, a private policy, or personal financial resources. Students who have equivalent medical insurance or wish to accept the financial responsibility for any medical expense may waive the Duke Plan by signing a statement to this effect. Each full-time student in residence must purchase this student health insurance or sign a waiver before his registration is complete. The Student Accident and Sickness Policy provides protection twenty-four hours per

day during the full twelve-month term of the policy for each student insured. Students are covered on and off campus, at home, or while traveling between home and school, and during interim vacation periods. Coverage under the policy begins on the opening day in the fall. Coverage and services are subject to change each year as deemed necessary by the University in terms of cost and usage.

Professional and Honorary Organizations

Order of the Coif. The Order of the Coif is a national legal scholarship society with a local chapter at Duke University School of Law. Its purposes are "to foster a spirit of careful study and to mark in a fitting manner those who have attained a high grade of scholarship." Election is restricted to the upper 10 percent of the graduating class who have attained the most distinguished academic records in their law school work.

The Duke Bar Association. The Duke Bar Association coordinates the professional, social, and other extracurricular activities of the student body. The association resembles in its composition and purpose both a university student government and a professional bar association. It manages the speakers program, publicizes Law School activities, and sponsors athletic and social programs. Dues are \$5 per semester, payable at registration.

Legal Research Program. The Legal Research Program, supervised by a student editorial board, provides second- and third-year students with an opportunity to prepare legal memoranda on actual problems submitted by practicing lawyers, judges, or legislative committees. The program also assists in providing representation to indigents in appeals from denials of petitions for *habeas corpus* in the United States Court of Appeals for the Fourth Circuit. The briefs are written by the students under the supervision of a member of the faculty.

Moot Court Board. The Moot Court Board is composed of second- and third-year students who are chosen on the basis of their performances in intramural Moot Court competition. The Board supervises the Hardt Cup and the Dean's Cup competitions. In addition, the Board provides personnel for teams entering intercollegiate competition.

International Law Society. The Duke International Law Society provides an annual program for examining the application of international law to world problems. Through a series of lecture discussions in the fall called "A Short Course in International Law" and by featuring distinguished speakers in the field throughout the year, the society provides its members the opportunity to make contact with the men and ideas that are shaping the development of international law.

Other activities include participation in the annual Philip C. Jessup International Law Moot Court Competition, attendance at conferences sponsored by the Association of Student International Law Societies, and sponsorship of a biennial conference on a selected topic of international significance. Membership is open to all law students with dues of \$5 per annum.

Women Law Students. Women Law Students serves as a central organization for united action in meeting the problems which women encounter in the legal profession and endeavors to promote cooperation and friendship among women law students. The organization sponsors several projects including conferences, work with women in the penal system, and lobbying for legislation favorable to women in North Carolina. The organization also works with women's groups in other law schools to improve the position of women in the legal profession at the national level.

Black American Law Students Association. The Duke Law School chapter of BALSA is a local organization of Black law students affiliated with the regional and national BALSA. The purpose of the local chapter is twofold: to provide a responsive student organization to aid the individual law student at Duke, and to promote the national aim of instilling "a greater awareness of and commitment to the needs of the Black community."

American Bar Association's Law Student Division. Duke Law School is one of over one hundred participating law schools in the American Bar Association's Law Student Division. Formed only six years ago, the Division is the only national group representing law students' views within the American Bar Association.

A member of the Fourth Circuit, along with the nine other schools in Virginia, West Virginia, and North and South Carolina, Duke has played a strong leadership role in the Circuit as well as on the national level of the Division.

Locally, the Law Student Division has begun promotion of new clinical legal education programs, among which is its "Night Rider" project wherein students accompany policemen on their appointed patrols. Other areas of active concern have been the Third Year Practice Rule in North Carolina and reform in penal institutions. In addition, there is communication between law schools on the circuit and national levels, benefiting each through the experience of others.

Night Rider Program. In an effort to give law students a better understanding of the realities of the criminal justice system, the Night Rider Program was established to involve students with police work. The program centers around the placement of students in Durham police cars on a routine night patrol, where they accompany the officer on a regular shift. Students are encouraged to participate in any follow-up investigations and to accompany the officer if he must go to court.

Legal Fraternities. The two legal fraternities are Hughes Inn of Phi Delta Phi and Wiley Rutledge Chapter of Phi Alpha Delta. These organizations sponsor luncheons, meetings featuring topics of professional interest, and several other social activities.

National Lawyers Guild. The Guild is a national association of lawyers, law students, legal workers, and jailhouse lawyers which addresses itself to the need for change in our power structure and governing process. The Duke chapter seeks to provide an alternative to the academic approach to law by sponsoring opportunities for students to place their skills in the service of people needing representation for the effective assertion of their legal rights. Examples of 1975 projects include members working at the Durham Legal Aid Society and recycling the Law Library's discarded materials into a prison library.

Devil's Advocate. The *Devil's Advocate* is the weekly newspaper of the students of the Law School. The aim of the *Advocate* is to combine a variety of articles and editorials concerning all aspects of law school life with satirical and humorous articles, anecdotes, caricatures, and cartoons to provide a light-hearted yet thought-provoking break in the weekly routine. The newspaper, which is unique among law school papers, has consistently proved to be the most popular voluntary activity at the Law School. The *Devil's Advocate* staff consists of an editor-in-chief, assistant editors, reporters, and contributors. All students, faculty, and administrators are invited to participate.

Duke Law Forum. The Duke Law Forum furthers debate on national and legal issues at the Law School. Each year it has an active speaker schedule.

Employment Opportunities

The study of law is demanding. It is designed to occupy the full time of the student and calls for his best. It is unwise for a student to dilute his efforts by outside work, especially during the critical first year of study.

For those who find some outside earnings necessary to meet the expense of studying law at Duke and who qualify for the College Work/Study Program under applicable federal regulations, arrangements have been made to provide some part-time employment in the Law School. A number of positions in the Law Library are filled by law students. Students are often employed in their second and third years as research assistants for faculty members. The University maintains a general Placement Office to aid in finding employment and several law students serve as undergraduate residence advisers, if they have been at Duke one year or have previously held such positions.

The opportunities for employment in the University and surrounding community are as good for spouses of law students who are teachers, computer programmers, secretaries, or nurses as in most other areas of the country. Other types of desirable positions are also available. The Assistant Dean's Office maintains a list of superintendents of schools in nearby districts which is available upon request. The University Personnel Office and the Medical Center Personnel Office assist interested persons in locating suitable employment on campus.

Book Exchange

Before the beginning of each semester, used texts may be purchased for considerably less than new texts. The Duke Bar Association administers the sale of used law books in the Law School basement.

Bookstores

Duke Law School students may purchase law school texts at the University Bookstore in the Union Building on campus or at The Book Exchange located in downtown Durham at 107 Chapel Hill Street.

Other On-Campus Facilities

Additional facilities on campus available to students include the Duke Station Post Office, a sundries store, a barbershop, a bank, a men's store, all located in the basement of the Union Building.

Entertainment and Recreation

Within a short distance of the campus are facilities for golf, horseback riding, and woodland hiking. Students of the Law School are entitled to use the University gymnasiums, tennis courts, swimming pools, golf course, and similar facilities. North Carolina's mild climate makes golf, tennis, and sailing possible much of the school year. Kerr Lake, only an hour north of Durham, is ideal for Sunfish sailing. Other opportunities for physical activity are available in the Intramural Program, as well as through such activity groups as the outing, sailing, and cycling clubs. The North Carolina ski slopes are about three and a half hours to the west, the Outer Banks the same distance to the east.

University athletic contests are held on the University grounds at various times during the academic year. Duke is a member of the Atlantic Coast Conference. Concerts, recitals, lectures, and plays are presented frequently on campus.

Prizes and Awards

Several academic prizes and awards have been established by the Law School or are sponsored by individuals or organizations to recognize general academic excellence or high achievement in specific areas. The following list, though not complete, will indicate some of the academic prizes and awards available each year to law students who distinguish themselves.

American Jurisprudence Book Awards. American Jurisprudence Book Awards are made to the student in selected courses who obtains the highest scholastic grade in these courses. These book awards are sponsored yearly by the Lawyers Cooperative Publishing Company.

Corpus Juris Secundum Award. This award, sponsored by the American Law Book Company, is made to the student in each class who has made the most significant contribution to overall legal scholarship.

Hornbook Series Award. This award, sponsored by the West Publishing Company, is made to the student in each class who has obtained the highest scholastic average in his class for the year.

Nathan Burkan Copyright Award. Each year the Nathan Burkan Memorial Competition offers an award of \$250 to the student who writes the best paper on Copyright Law.

Prentice-Hall Tax Prize. An award, sponsored by Prentice-Hall, Inc., is made to the graduating senior who has made the most outstanding record in the courses in federal taxation.

Student Advocacy Award. This award, sponsored by the International Academy of Trial Lawyers, is made to the graduating senior selected by the faculty who has demonstrated the most outstanding ability in courtroom advocacy.

United States Law Week Award. This award is made to a graduating senior selected by the faculty as the student who has made the greatest academic progress during his final year of study. It is sponsored by the Bureau of National Affairs, Inc. and consists of a year's complimentary subscription to *United States Law Week*.

Will Drafting Contest. In order to encourage good draftsmanship of wills, the North Carolina National Bank each year conducts a will drafting contest which is open to all law students in the State of North Carolina who are not already members of the Bar. Prizes of \$50 each are awarded for the two best entries from each law school. The best of these six entries receives an additional award of \$150. The second best entry receives an additional \$50 prize.

Willis Smith Award. This award is presented annually to the member of the graduating class who has achieved the highest academic average for his three years of law study. The award is sponsored by the family of United States Senator Willis Smith, a deceased alumnus, and consists of a set of legal volumes selected by the recipient of the award.



Appendix A

Former Schools of Duke Law Students

Adelphi University	1	Louisiana State University	4
Agnes Scott College	2	Lowell Technological Institute	1
Allegheny College	1	Massachusetts Institute of Technology	1
The American University	2	Mercer University	2
Amherst College	2	Miami University	1
Austin College	1	Miami University at Oxford, Ohio	1
Barnard College	1	Michigan State University	1
Baylor University	1	Middlebury College	1
Birmingham Southern College	1	Midland Lutheran College	1
Bob Jones University	1	Morehouse College	1
Boston College	2	Mt. Holyoke College	1
Boston University	2	Muhlenberg College	2
Brandeis University	2	New York College at Oneonta	1
Brigham Young University	4	North Carolina State University	3
Brown University	4	Northwestern University	5
Bryn Mawr College	2	Oberlin College	1
Bucknell University	2	Occidental College	1
Calvin College	1	Ohio State University	4
Carleton University	1	Ohio Wesleyan University	1
Carroll College	1	Otterbein College	1
Catholic University	1	Ouachita Baptist University	1
Centre College of Kentucky	1	Pennsylvania State University	3
The Citadel	1	Pomona College	2
Claremont Men's College	2	Princeton University	11
Clarke College	1	Purdue University	2
Clarkson College of Technology	1	Reed College	1
Clemson University	1	Rice University	1
Colgate University	2	Rutgers State University	2
College of Charleston	1	Scripps College	1
College of the Holy Cross	2	Seattle University	1
College of Idaho	1	Simmons College School of Library Science	1
College of William & Mary	3	Smith College	1
College of Wooster	2	Southern Illinois University	2
Cooper Union	1	Southern Methodist University	4
Cornell College	1	Southwestern at Memphis	2
Cornell University	5	Spelman College	1
Dartmouth College	10	St. John's University, Minnesota	1
David Lipscomb College	1	St. John's University, New York	1
Davidson College	9	St. Joseph's College	1
Dickinson College	3	St. Olaf College	3
Duke University	43	St. Peter's College, New Jersey	1
Duquesne University	1	Stanford University	7
East Carolina University	1	State University of New York at Albany	1
East Tennessee State University	1	State University of New York at Binghamton	7
Elizabethtown College	1	State University of New York at Buffalo	6
Emory University	4	State University of New York at Stony Brook	3
Florida State University	2	Stephens College	1
Georgetown University	1	Syracuse University	3
George Washington University	1	Temple University	2
Gettysburg College	1	Texas Christian University	1
Guilford College	1	Trinity College, Connecticut	2
Hamilton College	1	Trinity University	1
Harvard University	11	Tufts University	1
Haverford College	3	Tulane University	1
Howard University	2	Union College	5
Indiana University	3	United States Air Force Academy	1
Iowa State University	1	United States Military Academy	2
Johns Hopkins University	2	University of Akron	1
Kent State University	2	University of Alabama	1
Kirkland College	1	University of California at San Diego	1
Knoxville College	1	University of California at Santa Barbara	1
London School of Economics	1	University of Chicago	2

University of Cincinnati	1	University of the South	2
University of Colorado	1	University of South Carolina	2
University of Connecticut	1	University of Southern California	4
University of Delaware	2	University of Tennessee	2
University of Florida	8	University of Utah	2
University of Georgia	1	University of Virginia	2
University of Hawaii	1	University of Washington	1
University of Illinois	3	University of West Florida	1
University of Kansas	1	University of Wisconsin	4
University of Kentucky	6	Vanderbilt University	5
University of Louisville	1	Vassar College	4
University of Maryland	2	Villanova University	1
University of Massachusetts	2	Wabash College	6
University of Miami	2	Wake Forest University	4
University of Michigan	8	Washington & Jefferson College	1
University of Mississippi	2	Washington & Lee University	2
University of Missouri	5	Washington University at Missouri	1
University of Nebraska	3	Wellesley College	3
University of New Hampshire	1	Western Kentucky University	1
University of New Mexico	1	Western Maryland College	1
University of North Carolina at Chapel Hill	20	West Virginia University	3
University of North Carolina at Greensboro	1	Wheaton College	3
University of North Carolina at Wilmington	1	Williamette University	1
University of Notre Dame	10	Williams College	4
University of Oklahoma	1	William Woods College	1
University of Oregon	1	Wittenberg University	3
University of Pennsylvania	14	Wofford College	3
University of Redlands	1	Xavier University	1
University of Rochester	8	Yale University	21

Appendix B

Home States of Duke Law Students

Alabama	9	New Jersey	31
Alaska	1	New Mexico	2
Arizona	2	New York	57
Arkansas	1	North Carolina	59
California	18	North Dakota	2
Connecticut	9	Ohio	25
Delaware	1	Oklahoma	4
District of Columbia	5	Oregon	2
Florida	30	Pennsylvania	32
Georgia	16	Rhode Island	1
Idaho	1	South Carolina	17
Illinois	14	South Dakota	2
Indiana	10	Tennessee	8
Kansas	1	Texas	8
Kentucky	13	Utah	5
Louisiana	5	Vermont	1
Maine	1	Virginia	6
Maryland	15	Washington	3
Massachusetts	6	West Virginia	3
Michigan	11	Wisconsin	6
Minnesota	2	Australia	1
Mississippi	1	England	1
Missouri	14	Panama	1
Nebraska	2	Virgin Islands	1
New Hampshire	1		

Appendix C

First-Year Class (Class of 1978)

Adler, Jan Mark, B.A. (Cornell University), Livingston Manor, New York
Aleman, Jaime Eduardo, B.A. (University of Notre Dame), Panama City, Republic of Panama
Alford, Margaret Suzanne, B.A. (Louisiana State University), Hammond, Louisiana
Antley, Kenneth Furman, B.A. (Davidson College), M.A., (University of North Carolina at Chapel Hill), Charlotte, North Carolina
Apgar, Robert H., B.S.B.A. (Bucknell University), Martinsville, New Jersey
Arnold, Steven James, B.A. (Centre College of Kentucky), Madisonville, Kentucky
Baird, Benita Sue, B.A. (Princeton University), Tamarac, Florida
Baker, John Samuel, B.A. (Oberlin College), Fort Worth, Texas
Banahan, Jana Sue, B.S. (Vanderbilt University), Lexington, Kentucky
Barnett, Reggie Lawrence, B.A. (University of Notre Dame), Flint, Michigan—M.B.A.-J.D. Joint Degree Program
Bernat, David Alan, B.A. (Union College), Hartford, Connecticut
Bernstein, Deborah Lynn, B.A. (Bryn Mawr College), Chevy Chase, Maryland
Blade, Mary Ellen, B.A. (Rice University), Houston, Texas
Blair, George Walker III, B.A. (University of North Carolina at Chapel Hill), Burlington, North Carolina
Blau, Richard Dennis, B.A. (State University of New York at Binghamton), Jamaica, New York
Blum, Robert Mark, B.S.J. (Northwestern University), Bowie, Maryland
Bowen, Gary Lee, B.A. (University of New Mexico), Albuquerque, New Mexico
Boyd, Brook Dennis, B.A. (Harvard University), Old Westbury, New York
Brett, Anthony Harvey, B.A. (Yale University), Ahoskie, North Carolina
Brooks, Susan, B.A. (University of Florida), Fort Pierce, Florida
Browne, Nathaniel Borraidaille, B.A. (Yale University), Atlanta, Georgia
Brunette, Richard Wallace, Jr., B.A. (University of Wisconsin), Green Bay, Wisconsin
Buchan, Jonathan Edward, Jr., B.A. (Princeton University), Mullins, South Carolina
Caldwell, Lori Jean, B.A., (University of Florida), Fort Lauderdale, Florida
Capra, James Joseph, Jr., B.A. (Yale University), New Hyde Park, New York
Cargill, Gary Bennet, B.A. (Haverford College), Haddonfield, New Jersey
Cella, Jean Marie, B.A. (University of Pennsylvania), Upper Darby, Pennsylvania
Christensen, Phillip Carl, B.A. (Midland Lutheran College), Fremont, Nebraska
Clark, David William, B.A. (Princeton University), Palm Beach Gardens, Florida
Clark, Reginald Jerome, B.A. (Duke University), Scotland Neck, North Carolina
Collins, Wendy Ann, B.A. (Wellesley College), Washington, D. C.
Condon, Charles Molony, B.A. (University of Notre Dame), Charleston, South Carolina
Connolly, Richard Earl, B.A. (University of Akron), Cuyahoga Falls, Ohio
Cooke, William Owen, B.A. (Amherst College), Greensboro, North Carolina
Corrigan, Brian Henry, B.S. (University of Pennsylvania), Durham, North Carolina
Crawford, Serena Ann, B.A. (Southwestern at Memphis), Maryville, Tennessee
Davis, Kenneth Roy, B.A. (Kent State University), Mogadore, Ohio
Dillman, Rodney Joe, B.S.Ed., M.A. (Kent State University), Lima, Ohio
Doak, William Keff, B.A. (Vanderbilt University), Huntsville, Alabama
Dockterman, Michael Robert, B.A. (Yale University), Rock Island, Illinois
Doskey, Dwight Michael, B.S., B.A. (Tulane University), Covington, Louisiana
Dottheim, Steven Robert, B.A. (Duke University), Clayton, Missouri
Ebenstein, Douglas Steven, B.A. (Brown University), West Hartford, Connecticut
Edelheit, Susan Linda, B.A. (State University of New York at Stony Brook), Hartsdale, New York
Fisher, Evans Watkins, B.A. (Davidson College), Winston-Salem, North Carolina
Fishman, Mark Alan, B.A. (Williams College), Merion, Pennsylvania
Friedman, Andrew Steven, B.A. (University of Rochester), Murray Hill, New Jersey
Gergel, Richard Mark, B.A. (Duke University), Columbia, South Carolina
Goddard, John Andrew, B.E. (Vanderbilt University), Maryville, Tennessee
Gordon, Hugh Bernard, B.A. (Harvard University), M.L.S. (Simmons College School of Library Science), Washington, D. C.
Gordon, Nancy Elizabeth, B.A. (Agnes Scott College), Atlanta, Georgia
Griffin, Susan O'Hara, B.A. (University of the South), Lexington, Kentucky
Gronek, Robert John, B.S. (Ohio State University), Columbus, Ohio
Gross, Jonathan Matt, B.S. (State University of New York at Binghamton), Woodside, New York
Halleck, Nancy Hope, B.A. (University of Wisconsin), Chapel Hill, North Carolina
Hamm, Carolyn Jean, B.A. (Princeton University), M.A. (Cornell University), Westfield, New Jersey
Happel, Ann Margaret, B.S. (William Woods College), Palmyra, Missouri
Harrop, Ronald Leslie, B.A. (State University of New York at Stony Brook), Kings Park, New York

Harward, CoraLynn Young, A.B. (Duke University), Durham, North Carolina
Herman, Jerry Harold, B.A. (University of Pennsylvania), Scarsdale, New York
Herzig, David Floyd, B.A. (Duke University), Minot, North Dakota
Holzswweig, Sarah Frances, B.A. (Duke University), Doraville, Georgia
Hopfinger, Jane Baker, B.A. (University of Rochester), Pittsford, New York
Horan, Michael Patrick, B.S.J. (Northwestern University), Boca Raton, Florida
Horvitz, Richard Alan, B.A. (Princeton University), Shaker Heights, Ohio
Hunter, Charles Clark, Bachelor of General Studies (University of Michigan), Saginaw, Michigan
Ichel, David William, B.A. (Duke University), Edison, New Jersey
Jackson, Karen lantha, B.A. (Barnard College), Greensboro, North Carolina
Jacobwitz, Howard Stephen, B.A. (Hamilton College), Merrick, New York
Jahns, Alfred Francis, B.A., M.S. (Stanford University), Menlo Park, California
Jaques, Bruce Donald, Jr., B.A. (Stanford University), Escondido, California
Jenkins, Michael, B.A. (Haverford College), Orangeburg, New York
Johnson, Michael Richard, B.A. (University of North Carolina at Chapel Hill), Montgomery, Alabama
Johnson, Thomas Edward, B.A. (St. John's University, Minnesota), Jamestown, North Dakota
Jones, James Thomas Royster, B.A. (University of Virginia), Jacksonville, Florida
Kane, David Lyons, B.S. (University of Alabama), M.S. (University of Pennsylvania), Mobile, Alabama
Kay, Christopher Kent, B.A. (University of Missouri), Kirkwood, Missouri
Kehoe, Christopher Burlee, B.A. (Tufts University), Chevy Chase, Maryland
Keller, Homer Michael, B.A., M.A. (Dartmouth College), Peoria, Illinois
Klemperer, Leslie Peter, B.A. (State University of New York at Stony Brook), Bronx, New York
Kohler, David Campbell, B.A. (Duke University), Roslyn Heights, New York
Kruetzkamp, Robert Stephen, A.B. (Xavier University), Fort Mitchell, Kentucky
Levin, Howard Lawrence, B.A. (University of Massachusetts), Newton Centre, Massachusetts
Lewis, Gregory Scott, B.A. (Amherst College), New Canaan, Connecticut
Littleton, Don Howard, B.B.A. (University of Mississippi), Sikeston, Missouri
McCall, Linda Lee, B.A. (Duke University), M.A. (Indiana University), Greensboro, North Carolina
McChesney, Paul Townsend, B.A. (The Citadel), Spartanburg, South Carolina
McMichael, Lawrence Grover, B.A. (Duke University), Malvern, Pennsylvania
McMillen, John Thomas, B.A. (College of Wooster), Painesville, Ohio
Mailey, Jerry Carl, B.S. (United States Military Academy), Sacramento, California
Makela, Jane, B.A. (Colgate University), Titusville, Florida
Malone, Linda Ann, B.A. (Vassar College), Chatanooga, Tennessee
Mammarella, Thomas, B.A. (University of Delaware), Wilmington, Delaware
Manley, Randall Lewis, B.S. (Stanford University), Kansas City, Missouri—M.B.A.-J.D. Joint Degree Program
Mansfield, Alan, B.A. (Brown University), Fair Lawn, New Jersey
Mason, Samuel, Jr., B.A. (Haverford College), Philadelphia, Pennsylvania
Melendez, Suzanne Josephine, B.A., M.A. (University of Chicago), New York, New York
Morano, Mark Richard, B.A. (St. John's University, New York), Massapequa, New York
Morse, Carlton Harold, Jr., B.A. (Yale University), Fort Valley, Georgia
Nickles, William Allen III, B.A. (Clemson University), Greenwood, South Carolina
Niess, Richard George, B.A. (Dartmouth College), Durham, North Carolina
O'Connor, Michael John, B.A. (University of Notre Dame), Niagara Falls, New York
O'Malley, Andrew Marvel, B.A. (University of Kentucky), Louisville, Kentucky
Opotzner, Robert Michael, B.A. (Yale University), Shelton, Connecticut—M.B.A.-J.D. Joint Degree Program
Padilla, James Earl, B.A. (Northwestern University), Glenview, Illinois
Parish, Robert Bruce, B.A. (Duke University), Neptune Beach, Florida
Paschal, Robert Cummings, B.A. (University of North Carolina at Chapel Hill), Raleigh, North Carolina
Perdue, David King, B.A. (Pomona College), Port Washington, New York
Perka, Daniel John, B.A. (Princeton University), Pittsburgh, Pennsylvania
Peters, Pamela Alice Orth, B.A. (University of Kentucky), Durham, North Carolina
Phillips, Robert Derrick, Jr., B.A. (Davidson College), Chapel Hill, North Carolina
Rankin, Sue Dean Batson, B.A. (Duke University), Nashville, Tennessee
Robertson, Gregory Alexander, B.A. (Duke University), Chappaqua, New York
Rosen, Andrew Stephen, B.S. (State University of New York at Albany), Plainview, New York
Rosenberg, Peter David, B.A. (Syracuse University), Eastchester, New York
Runde, Craig Eric, B.A. (Harvard University), St. Petersburg, Florida
Rutledge, John Hunt III, B.S. (Southwestern at Memphis), Humboldt, Tennessee—M.D.-J.D. Joint Degree Program
Rybka, Edward Chester, B.A. (Princeton University), Elmwood Park, New Jersey

Sawyer, Christopher Glenn, B.A. (University of North Carolina at Chapel Hill), M.Div. (Yale University), Winston-Salem, North Carolina

Schmidt, Barbara Jean, B.A. (Stephens College), Springfield, Missouri

Schpero, Gary Stephen, B.A. (Williams College), Easton, Connecticut

Schreier, Ellen, B.A. (Vassar College), Savoy, Massachusetts

Shimberg, Steven Jay, B.A. (State University of New York at Buffalo), Jericho, New York

Simpson, John Richard, Jr., B.B.A. (Emory University), Ormond Beach, Florida

Smith, Alethea Risher, B.A. (Austin College), Waco, Texas

Smith, Daniel Austin, B.A. (Elizabethtown College), Woodstown, New Jersey

Smolla, Rodney Alan, B.A. (Yale University), Bloomingdale, Illinois

Sperduto, Kim Hoyt, B.A. (Vanderbilt University), Westfield, New Jersey—A.M. in Public Policy Sciences-J.D. Joint Degree Program

Stenz, Lorraine Nora, B.A. (State University of New York at Buffalo), Melville, New York

Stets, Robert David, B.A. (Muhlenberg College), Mt. Pocono, Pennsylvania

Sutton, Barbara Jean, B.A. (Purdue University), M.L.S. (University of Illinois), Indianapolis, Indiana

Taylor, Jasper George III, B.S. (University of Florida), Tampa, Florida

Tewkesbury, Edward Palmer, B.A. (Wofford College), Aiken, South Carolina

Thiele, Leslie Kathleen, B.A. (University of Redlands), Everett, Washington

Tucker, Mark Dee, B.A. (Michigan State University), Midland, Michigan

Vesledahl, Kenneth Mark, B.A. (St. Olaf College), Sioux Falls, South Dakota

Vogel, Charles Donald, B.A. (University of Rochester), Wellesley Hills, Massachusetts—M.B.A.-J.D. Joint Degree Program

Webb, Richard John, B.A. (Yale University), Woodbridge, New Jersey

Weissman, Seth Gordon, B.A. (University of Pennsylvania), Philadelphia, Pennsylvania

Wetstone, Gregory Scott, B.S. (Florida State University), Atlanta, Georgia

Whittington, Karen Lesley, B.A. (Williams College), King of Prussia, Pennsylvania

Willard, James Graddon, B.B.A. (University of Notre Dame), Pittsburgh, Pennsylvania

Willhite, James A., Jr., B.A. (College of Idaho), Boise, Idaho

Wilson, Henry Hall III, B.A. (Harvard University), Monroe, North Carolina

Yaggi, Douglas Jackson, B.A. (University of Tennessee), Oak Ridge, Tennessee

Zeidman, Arthur Charles, B.A. (Temple University), Philadelphia, Pennsylvania

Ziko, Thomas Joseph, B.A. (Yale University), Rumford, Maine

Zogas, Robert Francis, B.B.A. (University of Notre Dame), Oak Brook, Illinois

Second-Year Class (Class of 1977)

Acker, David Henry, B.S. (Duquesne University), New Castle, Pennsylvania

Anlyan, William George, Jr., B.A. (Guilford College), Durham, North Carolina

Arkin, Russell Evan, B.A. (Brandeis University), Dobbs Ferry, New York

Arthur, Kathryn Ruth, B.A. (University of Southern California), Corona, California

Baer, Charles Arthur, B.A. (College of the Holy Cross), Burlington, Connecticut

Barab, Ronald Evan, B.A. (Duke University), Aiken, South Carolina

Beverage, James Wilson, B.A. (West Virginia University), Valley Bend, West Virginia

Bjorlo, Philip Andrew, B.A. (Duke University), Titusville, Florida

Bloch, Peter Montefiore, B.A. (University of Rochester), Great Neck, New York

Bookman, Mark, B.A. (Boston University), Levittown, Pennsylvania

Bothel, Peter Brian, B.A. (Wheaton College), Moraga, California

Brisbon, Brenda Carol, B.A. (Vassar College), Poughkeepsie, New York

Camp, Ashby Lee, B.A. (University of Florida), Pleasantville, New Jersey

Campbell, William Craig, B.A. (Vanderbilt University), Raleigh, North Carolina

Carbone, Richard Allen, B.A. (Rutgers State University), Pompton Plains, New Jersey

Carbonell, Joaquin Ramon, B.A. (Boston College), LaCrosse, Wisconsin

Chatham, Lucy Hanes, B.A. (Pomona College), Elkin, North Carolina

Christensen, Reggie Austin, A.B. (Occidental College), Glendale, California

Cockle, John Robert, B.A. (University of Nebraska), Milwaukee, Wisconsin—M.B.A.-J.D. Joint Degree Program

Conley, John Martin, B.A. (Harvard University), M.A. (Duke University), Durham, North Carolina

Cook, Jeffrey Mason, B.A. (Gettysburg College), McMurray, Pennsylvania

Coploff, Larry Edward, B.S. (University of Pennsylvania), Woolrich, Pennsylvania

Coster, Mary Ellen Therese, B.A. (Catholic University), Flushing, New York

Courington, Lea Frances, B.A. (Southern Methodist University), Dallas, Texas

Cozart, Robert Toombs III, B.A. (University of North Carolina at Chapel Hill), Tampa, Florida

Curry, Timothy Joseph, B.A. (State University of New York at Binghamton), Lynnbrook, New York

Cyr, Karen Dee, B.S. (Iowa State University), Chapel Hill, North Carolina

Davenport, George William, B.A. (Birmingham Southern College), M.A. (Duke University), Birmingham, Alabama

Davidson, Jeffrey John, B.A. (Duke University), Haddonfield, New Jersey—A.M. in Public Policy Sciences-J.D. Joint Degree Program

DeArmas, Luis Arturo, B.S. (University of Pennsylvania), Key Biscayne, Florida

Dickinson, Richard Charles, B.A. (University of Notre Dame), Chicago, Illinois

Dobishinski, William Michael, B.A. (Union College), Buffalo, New York

Dykstra, Mark Thomas, B.A. (Wabash College), Bremen, Indiana

Eaglin, Paul Bradford, B.A. (Johns Hopkins University), Fayetteville, North Carolina

Eckerle, Michael Louis, B.A. (Wabash College), Crawfordsville, Indiana

Eisenberg, David Mark, B.A. (Duke University), Pittsburgh, Pennsylvania

Ellis, Michael Alan, B.A., M.A. (University of Pennsylvania), Chicago, Illinois

Elwood, Robert Bailey, Jr., B.A. (Duke University), Bellair Beach, Florida

Ensor, Eric Frank, B.A. (Duke University), Decatur, Georgia—M.B.A.-J.D. Joint Degree Program

Epstein, Charles Ira, B.A. (State University of New York at Buffalo), Flushing, New York

Erwin, Frank Woodson, B.A. (Davidson College), Laurinburg, North Carolina

Etheridge, Donald McGee, B.A. (Duke University), Raleigh, North Carolina

Feldstein, Samuel Peter, B.A. (Union College), Gloversville, New York

Fleming, Robert O'Neal, B.S. (North Carolina State University), Raleigh, North Carolina

Freilich, Harold Irvin, B.A. (Muhlenberg College), Philadelphia, Pennsylvania

Gallagher, Michael John, B.A. (University of Colorado), Elyria, Ohio

Gayle, Scott Conrad, B.A. (University of North Carolina at Chapel Hill), High Point, North Carolina

George, Paul Michael, B.A. (University of Illinois), Sidney, Illinois

Gepford, Marsha Kay Taylor, B.A. (College of William & Mary), Zanesville, Ohio

Gibbons, Kathryn Ann, B.A. (Wittenberg University), North Canton, Ohio

Gilford, Steven Ross, B.A. (Dartmouth College), Evanston, Illinois—A.M. in Public Policy Sciences-J.D. Joint Degree Program

Gillespie, Herbert William, B.A. (Brigham Young University), Suisun, California

Goode, Rosalia Ellen, B.A. (Spelman College), Teaneck, New Jersey

Goodmon, Raymond Hayes III, B.A. (University of North Carolina at Chapel Hill), Raleigh, North Carolina

Gordon, Maxine Patricia, B.A. (University of Louisville), M.A. (Middlebury College), Louisville, Kentucky

Gorey, Brent Steven, B.A. (University of New Hampshire), Chatham, New Jersey

Graham, Croley Wayne, Jr., B.A. (David Lipscomb College), Huntsville, Alabama

Gregory, Joan Harriet, B.A. (Wellesley College), Carmel, California

Hanson, Edward Marshall, Jr., B.A. (Duke University), Wellesley, Massachusetts—A.M. in Public Policy Sciences-J.D. Joint Degree Program

Harris, Judith Lynn, B.A. (Boston University), Ridgewood, New Jersey

Hart, William Paul, B.A. (University of Notre Dame), Rochester, New York

Hartenstine, John Michael, B.A. (Harvard University), Sarasota, Florida

Hayes, Dennis Evins, B.A. (University of South Carolina), Aiken, South Carolina

Heath, Edward Deveaux, Jr., B.A. (Mercer University), Birmingham, Alabama

Heath, Thomas Hunter, B.A. (Emory University), Birmingham, Alabama—A.M. in Public Policy Sciences-J.D. Joint Degree Program

Hinshaw, Cynthia Foster, B.A. (Wake Forest University), McLean, Virginia

Hinson, Edward T., Jr., B.A. (Wofford College), Rock Hill, South Carolina

Hix, Richard Parker, B.A. (University of Oklahoma), Oklahoma City, Oklahoma

Hogan, Alma Tina, A.B. (Mt. Holyoke College), Valhalla, New York

Hogwood, Stephen Franklin, B.A. (University of the South), Stone Mountain, Georgia

Holland, Robert Francis, B.S. (United States Military Academy), Duncan, Oklahoma

Hone, Jay Roderick, B.A. (Otterbein College), Lima, Ohio

Houghton, Deborah Jane, B.B.A. (College of William & Mary), Sarasota, Florida

Hunter, Mary Susan, B.A. (Southern Methodist University), Dallas, Texas

Irving, Thomas Lee, B.A. (University of Utah), Bountiful, Utah

Isom, David Keith, B.A. (Brigham Young University), Salt Lake City, Utah

Jacob, Timothy Joseph, B.A. (University of Notre Dame), St. Mary's, Pennsylvania

Johnson, Bruce Edward, B.A. (Harvard University), Columbus, Ohio—A.M. in Public Policy Sciences-J.D. Joint Degree Program

Johnson, William Bruce, B.A. (Duke University), Annandale, Virginia—M.B.A.-J.D. Joint Degree Program

Johnstone, Frank Andrew, B.S. (Massachusetts Institute of Technology), Berea, Kentucky

Jones, Lauren Evans, B.A. (University of Michigan), Ann Arbor, Michigan

Jones, Michael David, B.S. (Duke University), Cary, North Carolina

Kahn, Lisa Davidson, B.A. (University of Michigan), Meridian, Mississippi

Kahn, Michael Harold, B.A. (University of Florida), M.A. (Emory University), Indian Harbor Beach, Florida

Kallstrom, Donald Ward, B.A. (University of California at Santa Barbara), San Francisco, California

Kirk, Steven Craig, B.A. (Duke University), La Vale, Maryland—A.M. in Public Policy Sciences-J.D. Joint Degree Program

Kuhl, Carolyn Barbara, B.A. (Princeton University), Ferguson, Missouri

Lasher, Joanne, B.A. (University of Delaware), Fanwood, New Jersey

Lawrason, Pamela Ann Knowles, B.A. (Smith College), Hillsborough, North Carolina

Leef, George Charles, B.A. (Carroll College), Elm Grove, Wisconsin

Levitt, Dana Nisen, B.A. (University of Massachusetts), Albuquerque, New Mexico

LiCalsi, Paul Vincent, B.A. (Yale University), Tampa, Florida

Lisankie, Paul Francis, B.A. (Rutgers State University), Morris Plains, New Jersey

McNatt, Jud Everett, B.A. (University of Virginia), Atlanta, Georgia

Mariger, Craig Robert, B.A. (University of Washington), Edmonds, Washington

Marion, Joseph Ward, B.A. (Duke University), Winston-Salem, North Carolina

Meaders, William Anderson, Jr., B.S. (Brigham Young University), Provo, Utah

Meeks, Watson Edward, B.A. (Mercer University), Albany, Georgia

Meredith, Timothy Elmer, B.A. (Western Maryland College), Federalsburg, Maryland

Meringer, Gary Edward, B.S. (University of Pennsylvania), Lake Hiawatha, New Jersey—M.B.A.-J.D. Joint Degree Program

Merrill, Heloise Catherine, B.A. (Duke University), Naples, Florida

Mills, Janice Lorene, B.A. (University of North Carolina at Chapel Hill), Reidsville, North Carolina

Miraldi, James Lawrence, B.A. (College of Wooster), Wooster, Ohio

Mixer, Christian John, B.A. (Ohio State University), Columbus, Ohio

Moore, Albert Garver, B.A. (Wake Forest University), Whitehouse, New Jersey—M.B.A.-J.D. Joint Degree Program

Morgan, Jane Ann, B.A. (Stanford University), San Marino, California

Morrison, David Eugene, B.A. (University of Nebraska), Bartlesville, Oklahoma

Moskowitz, Robert Gary, B.A. (State University of New York at Buffalo), Brooklyn, New York

Murphy, Angela Regina, B.A. (University of Illinois), Mt. Prospect, Illinois

Nelson, Steven Arthur, B.A. (Miami University at Oxford, Ohio), Chatham, New Jersey

Newman, Todd Henry, B.A. (University of Pennsylvania), St. Croix, Virgin Islands

Nussbacher, Kenneth Jay, B.S. (Cooper Union), Flushing, New York

Olive, Susan Freya, B.A. (Brown University), Durham, North Carolina

Orenstein, Adele Gail, B.A. (Cornell University), West Orange, New Jersey

Page, John David, B.A. (Purdue University), Clarksville, Indiana

Parker, James Wilson, B.A. (Yale University), Atlanta, Georgia

Pauley, William Henry III, B.A. (Duke University), Glen Cove, New York

Peck, Andrew Jay, B.A. (Cornell University), Bronx, New York

Pettit, Robert Lester, B.A. (University of Missouri), Ava, Missouri

Pineiro, Roberto Martin, B.A. (University of Miami), Miami, Florida

Pishko, David Christopher, B.A. (Duke University), Marietta, Ohio

Poliner, Gary Alan, B.A. (Dickinson College), Eaton, Pennsylvania

Pontone, Kathleen Andrea, B.A. (Vassar College), Morganville, New Jersey

Price, William Alexander, B.S. (University of Illinois), Champaign, Illinois—A.M. in Public Policy Sciences-J.D. Joint Degree Program

Purdy, George Alfred, B.A. (University of Missouri), Columbia, Missouri

Quast, David Christopher, B.A. (University of Wisconsin), Milwaukee, Wisconsin

Rappoport, Alan Jeffrie, B.A. (Claremont Men's College), Northridge, California

Reardon, Michael John, B.A. (Wabash College), East Chicago, Indiana

Reichgott, Ember Darlene, B.A. (St. Olaf College), New Hope, Minnesota

Revelle, Charles Leslie III, B.A. (University of North Carolina at Chapel Hill), Murfreesboro, North Carolina

Rhudy, Stephen Clay, B.A. (State University of New York at Binghamton), Scotia, New York

Riddle, Paul Newton, B.A. (Dartmouth College), Bennington, Vermont

Rimsky, Neil Tobias, B.A. (University of Rochester), Eastchester, New York

Rosen, Gerald Martin, B.S. (Lowell Technological Institute), Ph.D. (Clarkson College of Technology), Chapel Hill, North Carolina

Rosenthal, Daniel Goodman, B.A. (Wittenberg University), Springfield, Ohio

Roth, Edward Joseph III, B.S. (University of Pennsylvania), Hingham, Massachusetts

Scott, Richard Waldo, B.A. (Duke University), Houston, Texas

Scovel, Calvin Loren III, B.A. (University of North Carolina at Chapel Hill), Hampstead, New Hampshire

Scowcroft, Jerome Chilwell, B.A. (Stanford University), M.A. (University of California at San Diego), Longview, Washington—A.M. in Public Policy Sciences-J.D. Joint Degree Program

Seep, Ralph Vincent, B.A. (University of Notre Dame), Luling, Louisiana

Sharp, Starkey, B.A. (Southern Methodist University), Nags Head, North Carolina
 Shrago, Alvin Harold, A.B. (Duke University), Rocky Mount, North Carolina
 Shuler, James Moran, B.A. (Emory University), London, England
 Siegel, Michael Steven, B.A. (Johns Hopkins University), Rockville, Maryland
 Simmons, Geoffrey Henderson, B.A. (Howard University), Goldsboro, North Carolina
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 Sorensen, Paul Thomas, B.A. (University of Michigan), Muskegon, Michigan
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*Robert F. Durden joined the faculty of Duke University in 1952 and is now professor of history and chairman of the Department of History. He is also the author of five books in the field of United States history during the nineteenth and early twentieth centuries, the most recent being *The Dukes of Durham, 1865-1929*.*

One Person's Duke

by Robert F. Durden

Being a native Southerner, although a reconstructed one, I have grown during my more than twenty-three years at Duke University to be keenly interested in and attracted by a special quality that I find in Duke's history and in the university today. It is not easy, especially for a long-winded professorial type, to explain in a few words. But it has to do with the fact that Duke is where it is—in North Carolina and the South—and the kind of institution that Duke has been and is.

In the first place, North Carolina has always been in some ways both a quintessential Southern state and, at the same time, an un-Southern Southern state. Let me mention a few of the Southern aspects first. The largest social class in the South before the Civil War, and for several decades after it too, was made up of yeoman farmers—men and women who owned their modest acreage and worked hard to make their livelihoods from it. North Carolina, with relatively few great plantations, was the special home of the small farmers. The individualism and self-reliance that once characterized so much of agrarian America lasted long in North Carolina—and has not, in fact, completely disappeared to this day.

On the other hand, the Tar Heel state has never fully conformed to certain historic Southern norms. There has always been an attractive element of other-mindedness about North Carolina. There have been, for example, more dissenters and exceptions-to-the-rule in North Carolina than in either of her neighboring states, Virginia and South Carolina.

Perhaps that other-mindedness furnishes a clue as to why the trustees of struggling little Trinity College, our institutional forebear, picked an audacious, innovative Yankee, John F. Crowell, to become president in 1887. That was a time when so much of the South was still mired in bitter memories of the Civil War and sectional defensiveness, yet Trinity dared to be different.

Trinity, in fact, aspired to excellence. Now, aspirations toward excellence are not uncommon among educational institutions. Practically all of them mouth the words, sooner or later. To dream of excellence and to begin to have the money to pay the inevitable costs of it, however, was an experience known to precious few colleges in the poverty-stricken South of eighty or so years ago.

President Crowell and the newfangled, young Ph.D.s he had to recruit for the faculty when Trinity moved to Durham in 1892 not only dreamed of excellence. They found patrons in Washington Duke and his son, Benjamin N. Duke, who gradually began to pay the bills for it. The momentum of the college increased around the turn of the century. The Dukes, rich Republicans in what was then a veritable sea of Southern Democrats, preferred a broad national outlook to a sullen sectional one. North Carolina could tolerate such an institution as Trinity even if many in the state did not exactly love it, and many, especially Methodists, did love and try to support it. Money from the Duke family allowed Trinity College to enjoy an independence and a critical stance that few other Southern educational establishments in the first decades of this century could match.

When James B. Duke, Washington Duke's youngest son, prepared to underwrite the organization of a university around Trinity in 1924, the college was ready. An interesting college with a distinctive style and history became, rather gracefully and naturally, a university that still strives toward excellence—and still struggles to pay the mounting costs of it.



So Duke University, like North Carolina, is both Southern and un-Southern. On the wooded edge of a medium-sized industrial city, Duke is also on the edge of its own forest of some eight thousand acres. As a faculty member myself, I must leave it to others to speak about that component of today's university. But I will arbitrarily select a few of Duke's continuing, special attractions for me. As universities go, we are, thank God, still small, and all the evidence suggests that we will remain so. We have a cosmopolitan student body with whom, most of the time at least, it is both pleasant and challenging to engage in the learning process. Duke has one of the finest libraries in the country, not just in terms of the size of its holdings and the handsomeness of its facilities but in the friendly helpfulness of its dedicated staff. Five minutes from my office on West Campus, I can be in the Sarah P. Duke Gardens and the peaceful woods around them—and I go there first on most working days, in fact on the way to work. From different spots in those gardens, one can see the Gothic towers of West Campus. The stone is warmly colored and from a nearby hillside and, as Woodrow Wilson put it, we have put "those lines in our architecture which point every man's imagination to historic traditions of learning in the English-speaking race." For those reasons as well as the sheer beauty of the buildings, I enjoy living with the Tudor Gothic style of West. On East Campus, where I liked being officed for more than twenty years in one of the too few buildings that remain from Trinity days, both the spacious grounds with their magnificent trees and the red-brick Georgian architecture are balms for anyone who will take the time to note his or her surroundings.

Trinity and Duke were here long before any of us now in residence came on the scene. They will be here long hence. That fact, in itself, is one of the enduring satisfactions to be derived from being a part of an institution like Duke.



The University

When James B. Duke granted his Indenture of Trust transforming college to university in 1924, coordinate liberal arts colleges for men and women were established on the West and East Campuses, and provision was made for programs in engineering and nursing. In September, 1972, almost fifty years later, the two liberal arts colleges merged, and three divisions now comprise the undergraduate student body—Trinity College of Arts and Sciences, the School of Engineering, and School of Nursing.

Duke's library collection of 2.6 million volumes and four million manuscripts is recognized nationally as a superior resource for research of all types. There are comfortable study areas within the library and a Rare Book Room which is the University's repository for its collection of more than 30,000 rare books and manuscripts, including nearly all first editions of Frost, Byron, Whitman, and George Eliot. Through a reciprocal agreement, the libraries of the University of North Carolina at Chapel Hill, North Carolina Central University in Durham, and North Carolina State University in Raleigh are also open to Duke students.

The University's effort to enhance student and faculty research is evident as well in the presence of several laboratory facilities. Among them are the Paul M. Gross Chemical Laboratory, a regional Nuclear Structure Laboratory, a hyperbaric unit recognized for its use in the application of atmospheric pressure in experiments and delicate surgical procedures, and a phytotron allowing duplication of environmental conditions found anywhere in the world.

- The Institute of Policy Sciences and Public Affairs attempts to augment classroom theory by providing opportunities for the analysis of existing public policies and the institutions which administer them. It serves as a framework in which students and faculty from many disciplines work together in problem-oriented research and teaching.

- The newly completed Mary Duke Biddle Music Building provides ample practice and classroom facilities for both music majors and non-majors. It contains, in addition, an electronic music laboratory and two recording studios.

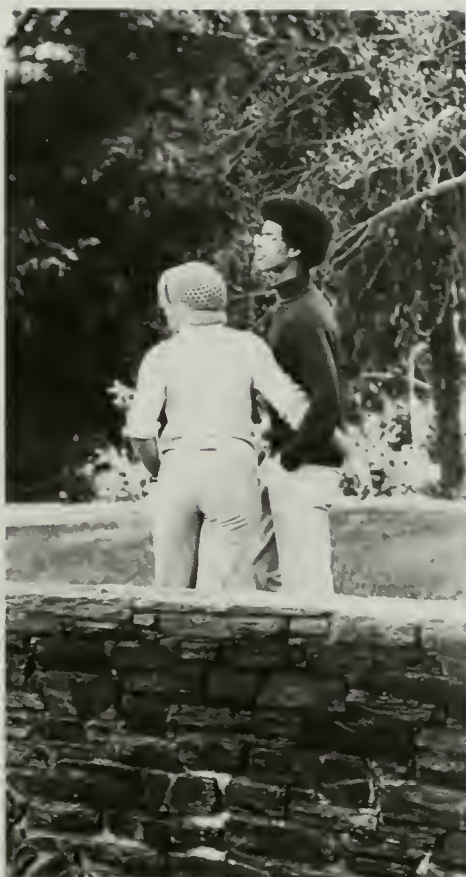
- Located in Beaufort, North Carolina, the Marine Laboratory is the home of University's fully equipped *R/V Eastward*, designed specifically for research in biological oceanography. Though the laboratory is used primarily for graduate study in marine science, a newly established interdisciplinary program now makes it possible for qualified undergraduates to spend the spring semester there.

● The art museum on East Campus houses the University's permanent collections as well as those on loan from individuals and other museums. It is perhaps best known for the Brummer collection, containing sculpture and decorative arts of the Middle Ages and Renaissance.

● The Sarah P. Duke Gardens, which annually attract some 100,000 visitors, were given by Mary Duke Biddle in honor of her mother and were opened to the public in 1934. Administered by Duke University's Botany Department, they span fifteen acres near the heart of the campus.

● The University's most enduring asset, however, is the wealth of human resources common to both college and community. From its earliest beginnings as Brown's Schoolhouse in 1838 to its present status as an evolving institution, Duke has cultivated the productive interaction of disparate personalities, intellects, and ways of life.







The Classroom and Beyond

The Academic Setting

The University has designed a curriculum that provides structure for those students preferring clearly defined academic programs, and flexibility for those whose scholastic interests demand independence.

Curriculum options allow a student in the liberal arts to major in a single department or to expand his course of study to include work in related departments. A viable plan of study can be designed as an alternative, under the broad guidelines of Program II, which are well worth investigating. In addition, Free University and house courses, independent study, and study abroad complement the Duke academic experience.

Although Trinity College of Arts and Sciences and the Schools of Engineering and Nursing exist for distinct educational purposes, the importance of the liberal arts is acknowledged and encouraged by the professional schools, and liberal arts students are able to supplement their work with elective courses in Engineering and Nursing. Students in each division are advised to explore opportunities in all three divisions.

Faculty advisers are available to all students for consultation and assistance in the design of their programs of study. A number of faculty members agree each year to serve as academic advisers for freshmen and departmental advisers for upperclassmen. Students may also consult departmental directors of undergraduate studies, supervisors of freshman instruction, and the academic deans of the colleges.

Study abroad, a curriculum option that is popular among undergraduates, is best undertaken during the junior year, after course requirements have been fulfilled. Duke, in coordination with other American universities, has established five programs in various parts of Europe. Students are not necessarily restricted to these programs and credit may be earned for any American or foreign sponsored program of study meeting Duke's accreditation standards.

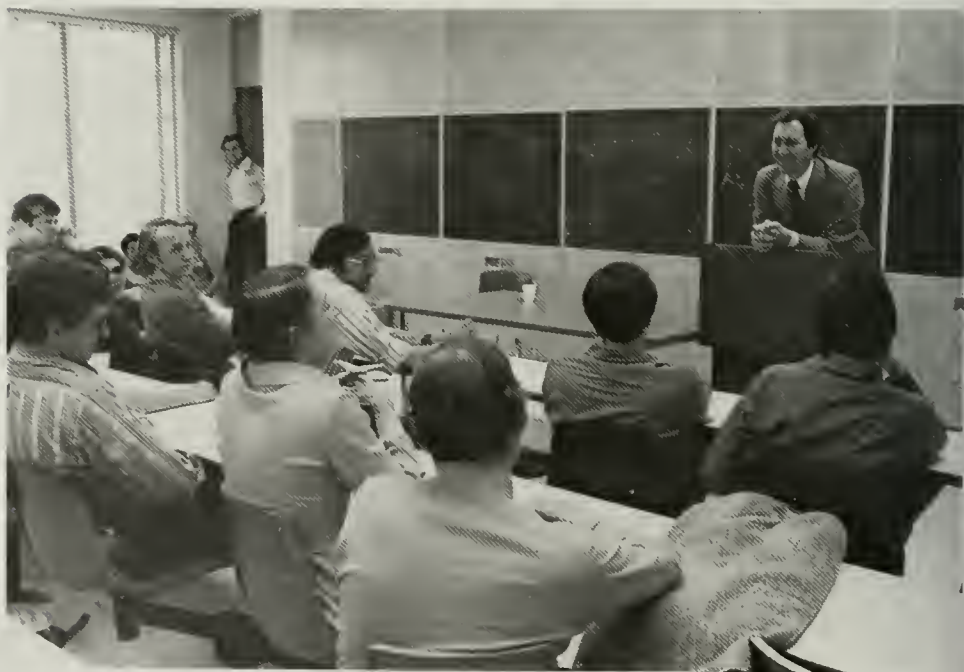
Groups of students and faculty members are often able, with assistance from the administration, to coordinate programs of study relating to their specific interests. For example, a group of students interested in music initiated a proposal for a semester of study in Vienna in the spring of 1973. An archeological dig in Israel has provided the substance for a Biblical studies course in archeological investigation. Students of English literature may apply to participate in a year-long exchange program with the University of Warwick in England. Other groups of students and faculty have studied in Spain,

France, Italy, and Germany. In all these programs the students enroll at Duke and pay the appropriate summer term or semester tuition.

Professional school preparation includes programs in law, medicine, and forestry that are not as confining academically as some would believe. For instance, premedical students are able to devise course schedules which not only include the courses recommended by medical schools, but accommodate more personal academic interests as well.

Course credit toward completion of graduation requirements is awarded only on the basis of the Advanced Placement examinations of the College Entrance Examination Board. In most cases, a score of 4 or 5 will earn degree credit, and a score of 3 will merit conditional credit. Final acceptance of a score, however, is at the discretion of the department involved.

The Achievement Tests of the College Entrance Board are utilized by individual departments for placement, and in some cases students who perform well on these tests are relieved of introductory requirements. For example, a one-semester course requirement in English composition may be waived for students having scores of 700 or above on the English Composition Achievement Test.

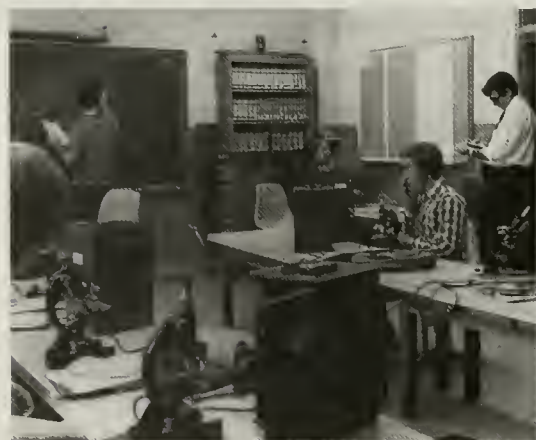
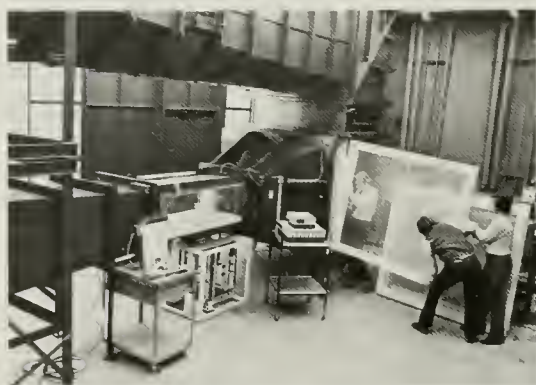




TRINITY COLLEGE OF ARTS AND SCIENCES

Trinity College of Arts and Sciences, the largest of the undergraduate divisions, comprises approximately 4,500 undergraduate men and women. Program I, the curricular plan chosen by most students, is a framework which includes study in the natural sciences and mathematics, the social sciences, and the humanities. Students pursue the requirements for a major in one of these areas, undertake advanced study in a second, and elect at least two courses within the remaining area. Interdisciplinary programs, such as public policy studies, comparative literature, and comparative area studies of Africa, Asia, and Latin America, provide for some undergraduates an alternative to the departmental major. Other students design programs involving work in two or more departmental areas, so that the resultant curriculum is a unique and adequate basis for graduate work. Exposure to seminars, tutorials, and other classroom formats in which dialogue between students and faculty is predominant constitutes an integral portion of each student's curriculum. This exposure is intensified during the junior and senior years as advanced seminars and independent study become more significant aspects of the academic experience.

Program II exists for the person whose interests cannot be accommodated by the course offerings provided in Program I. A student securing approval from the University's Program II committee and counsel from a member of the department closely related to his proposed course of study goes on to design a working plan compatible with his interests. The committee and adviser assess the student's background and then determine, in conjunction with the student, whether the University has resources sufficient to meet his ambitions. However, Program II students are not necessarily restricted to University resources and in many cases they have received academic credit for work completed away from the Duke campus. Since acceptance into the program releases these students from most standard curricular requirements, they are free to develop educational experiences of almost any emphasis. Topics have included such areas as Appalachian Cultural Studies, Twentieth Century Musical Composition and Conducting, Topics in Plant Physiology, and the Political Implications of Contemporary Christian Thought. Ordinarily, a student designs his plan of work after at least one semester at Duke. However, applicants to the University may present a preliminary proposal to the Admissions Office for tentative review and comment by the Program II committee.





THE SCHOOL OF ENGINEERING

Engineering is defined broadly as the application of technology for purposes of satisfying environmental needs. Duke's School of Engineering attempts to provide its students with the ability to assess and meet those needs through the development of effective technological methods. The engineering curriculum at Duke is therefore characterized by a modification of the scientific and technological environment that acknowledges and includes the liberal arts tradition.

The School of Engineering offers a four-year program leading to the degree of Bachelor of Science in Engineering (B.S.E.) with majors in the areas of biomedical, civil, electrical, and mechanical engineering and materials science, or in individually approved interdisciplinary programs of study. The following are general course requirements that most engineering majors fulfill: English 1; four mathematics courses stressing topics in analysis (calculus), linear algebra, and differential equations; Chemistry 11; Physics 51 and 52; four courses in the humanities and social sciences; and three courses in selected areas of engineering science. Of the remaining seventeen courses required for graduation, the major department specifies between eight and eleven courses, leaving between six and nine as electives.

Small-group learning experiences are an integral part of the engineering program at Duke because of the relatively small enrollment in the School of Engineering. Independent projects and study may be pursued, mainly in the junior and senior years, and earn regular course credit.

Students may design curricular plans satisfying requirements for the B.S.E. with major work in two areas; the second major may involve work in another engineering department or in a department in the arts and sciences. Engineering students are currently pursuing second majors in chemistry, mathematics, management sciences, public policy studies, psychology, and zoology. In fact, one of the strengths of the engineering program at Duke is its ability to prepare students for a variety of career options. Recent graduates not only have been sought after for employment as engineers, but they have been accepted into graduate and professional schools in engineering, medicine, law, business administration, economics, oceanography, city planning, journalism, materials science, public administration, physics, and psychology.

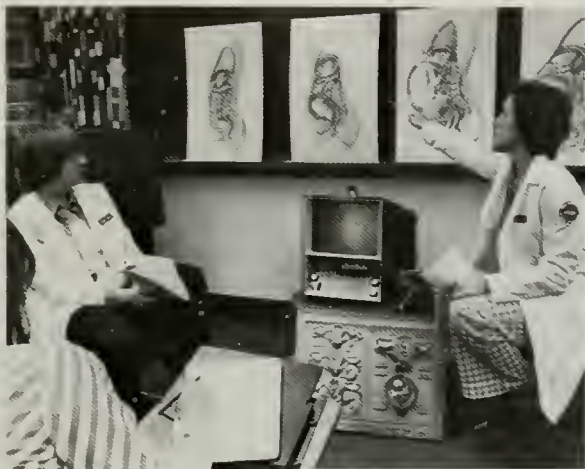
THE SCHOOL OF NURSING

The School of Nursing offers a four-year program in which students develop professional competence as well as sensitivity to the needs of people. The curriculum is flexible, expanding from an initial two-year foundation in natural and behavioral sciences to an intensive preparation in theoretical and clinical nursing during the third and fourth years.

A unit of the University Medical Center, the School of Nursing is also one of three undergraduate divisions at Duke University. As a result, the nursing student is able to benefit from professional challenges as well as those afforded by outstanding liberal arts and engineering programs. Instructional and clinical facilities include the 823-bed Duke Hospital, the Veterans Administration Hospital, and the Lenox Baker Cerebral Palsy and Crippled Children's Hospital of North Carolina. Each of these facilities offers opportunities for pursuit of specific interests.

More detailed information about the nursing program follows on page 42 of the *Bulletin* and prospective students are encouraged to write to the Office of the Dean in the School of Nursing if questions arise.

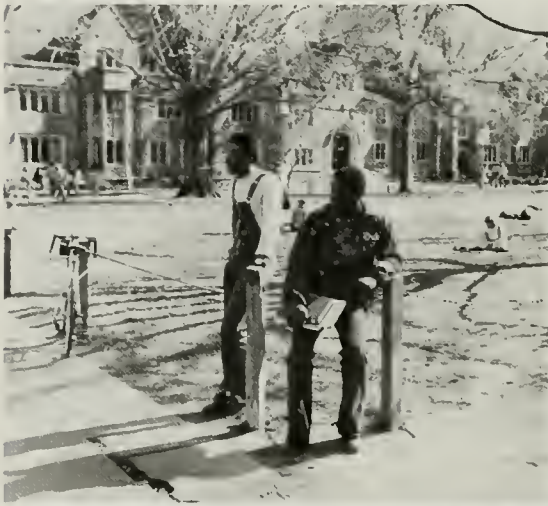




The Residential Setting

Students entering Duke as freshmen choose from among living groups of various types on the East and West campus. The residential structures provided include women's and men's dormitories, coeducational dormitories, freshman and four-year houses, and federations of dormitories, all of which determine their social regulations by vote of the membership. Fraternities and sororities exist as a supplement to the residential/social structure, and not as a substitute for it. The men who join fraternities often live together in sections of dormitories; the sorority structure is non-residential. Approximately 45 percent of the students belong to fraternal organizations.

In some instances, distinct living groups exist for students with special interests. Epworth Inn, for example, is a women's dormitory in which student interest centers on the contemporary arts. Housed in a dormitory on the East campus, SHARE consists of men and women from the three undergraduate divisions who have attempted to create a more deliberate blend of their academic interests. Women students in the School of Nursing live in dormitories which are convenient to the University Medical Center and also within walking distance of the West Campus.



Some living groups initiate dormitory courses which vary each semester according to the interests of the students. Recent course topics have included the History of Black Music in America, the Emergence of the American Woman, Auto Engineering, Drama, and Community Politics.

Freshmen can be assured of dormitory space for four full years. Those who wish to live off campus, however, may petition to do so after the freshman year. Dining facilities are available throughout the University. Students on the East Campus pay a fixed five-day or seven-day sum; those on the West Campus pay for each meal individually.

The Counseling Center provides a professional counseling service designed to aid students in gaining a better understanding of themselves and the opportunities available to them. Counseling in the areas of career planning, educational opportunities, and personal and social adjustment is available to those who seek it. The Office of Placement Services provides career counseling as well and assists in the placement of Duke students in professional positions after graduation.

The Student Health Program is closely related to the teaching hospital of the University Medical Center and provides the security of excellent service during the undergraduate years.



Activities

STUDENT GOVERNMENT

The Associated Students of Duke University (ASDU) has evolved over the past few years into a strong advocate for student concerns and has gained an influential role in determining policy decisions which affect the entire University. ASDU representatives serve on all University committees, all sub-committees of the Undergraduate Faculty Council of Arts and Sciences, and on the major committees of the Board of Trustees. Two recent graduates serve on the full board. Groups formulating University social and residential policies have one-half student membership, and students participate in substantial numbers on search committees for high-level administrators.

The Engineers' Student Government coordinates the activities of all student organizations within the School of Engineering, acts as a liaison with the Associated Students of Duke University, and represents the interests of engineers in their relationship with the public, faculty, and administration.

The Nurses' Student Government Association governs the student body of the School of Nursing and encourages each student to develop and exercise personal, academic, and professional responsibility, and at the same time to realize her autonomy within the regulations of the community.

The Men's Interfraternity Council (IFC) is composed of eighteen Greek letter residential living groups—fifteen national and three local fraternities. The purpose of the IFC is to establish and maintain a framework of harmony and growth for the fraternity system, and to promote programs which improve the living situations and the educational life in the member houses.

The Panhellenic Council, representing nine sororities, works to unify the campus sorority structure and to coordinate activities in which Greek women participate. Although the council encompasses legislative, executive, and judicial duties, each sorority manages its own internal affairs.

The Undergraduate Judicial Board has twenty-one members. Twelve are students from each of the undergraduate colleges and schools, six are faculty, and three are representatives of the administrators. The Board adjudicates student disciplinary cases and disputes.

THE UNIVERSITY UNION

The Union exists to promote social, recreational, and cultural activities on campus. It is actively involved in the planning and fund raising activities for a new Union Building.

The Drama Committee works to further dramatic interest and understanding on the campus and in the community. Professional companies provide the major thrust of the committee's involvement through its "Broadway at Duke" series, although the committee's activities include seminars, receptions, cast parties, workshops, and readings.

The Freewater Film Society, which is beginning its third year as a Union Committee, sponsors two film series, one dealing with foreign and classic films and the other with recent popular films. Freewater is also concerned with the production of student films, some of which have been nationally recognized.

The Graphic Arts Committee provides the campus with a series of exhibits by local and nationally known artists. It sponsors craft fairs and student competitions in photography and art.

The Major Attractions Committee brings to Duke quality contemporary groups, with its main emphasis on rock, jazz, and blues performers.

The Major Speakers Committee sponsors appearances of prominent individuals in all fields of endeavor—politics, government, education, science, sports, religion, and the arts.



The **Performing Arts Committee** attracts major performers in the fields of jazz, folk, modern dance, ballet, and other areas of community interest. It sponsors local and regional groups, including the Carolina Repertory Company and the Triangle Recorder Society. Master classes, lecture-demonstrations, and informal receptions involving the arts are scheduled with most performances.

THE ARTS

The **Symphony Orchestra** prepares and presents two major concerts each year, usually with a distinguished soloist.

The **Wind Symphony** stages two formal concerts each year and a series of informal concerts, many of them in the Sarah P. Duke Gardens. The repertoire includes work written on commission for Duke University. A concert tour is scheduled each spring.

The **Marching Band** and the **Pep Band** bring musical pageantry to major athletic events.

The **Chapel Choir** of approximately 150 voices provides music for the Duke University Chapel worship service and presents in concert performances examples of the sacred masterpieces of Western civilization.

The **University Chorale** performs secular choral works of historical and contemporary interest. A spring concert tour takes this 100-member choral to a number of metropolitan centers along the Eastern seaboard.

The **Madrigal Singers** is a small ensemble whose repertoire features Renaissance, Baroque, and twentieth century compositions.

Student Chamber Music Ensembles, organized formally for course credit and informally as an extracurricular activity, explore the literature for string, wind, and keyboard media.

Duke Players presents four major plays and several workshop productions each year. Plays are presented in three-fourths round, arena, and proscenium theaters. The organization is open to all students, and members serve in all phases of dramatic art.

Hoof'n Horn, a self-supporting theatrical group, presents a minimum of three musical productions a year, two or more in an intimate 120-seat theater called "Fred", and one larger production in Page Auditorium during Joe College and graduation weekends. *Cabaret*, *The Fantasticks*, *Applause*, and *Promises, Promises* are selections from recent years.

The Duke Dance Group welcomes anyone with an interest in modern dance and offers opportunities for both performance and choreography.

THE MEDIA

The Publications Board, composed of students, faculty, and administrators, oversees all official undergraduate student publications. It is empowered to choose editors and business managers and to review and approve the financial statements of all franchised publications.

The Archive, Duke's literary magazine, seeks to strengthen and encourage the growth of creative arts at Duke by publishing contributions from the Duke community in the fields of poetry, fiction, book reviews, essays, fine art, and photography. The staff also sponsors the Blackburn Literary Festival.

The Chanticleer is the University year-book.

The Duke Chronicle, the campus newspaper published Monday through Friday of each week, covers campus and national news and sports and includes national news coverage provided by the New York Times News Service. Positions for work in all departments, including news, sports, features, arts, business, and photography, are open to all undergraduates.

The DukEngineer is a semi-technical magazine published four times a year by students of the School of Engineering.

Hotline, published monthly by the cadets of Air Force ROTC, contains organizational news, interviews, and editorials.

WDBS, Duke's radio service to the Durham, Chapel Hill, and Raleigh area, is programmed by a staff of nearly eighty undergraduates. Broadcasting progressive rock, jazz, and concert music from a control room-studio complex on East Campus, the station's FM stereo signal reaches eight college and University campuses in the Triangle Area. Positions on the news, sports, announcing, and business staffs are open to freshmen. WDUR-AM is a campus-only service allowing the opportunity for on-air experience.

RELIGIOUS ORGANIZATIONS

Though religious activity at Duke is both voluntary and personal, the University provides several provocative opportunities for fulfillment of religious interests. The ecumenical attitudes of the student body are best conveyed through interdenominational worship services held weekly in the Duke Chapel. Individual denominations are represented by distinct groups in an effort to accommodate specific religious preferences. For example, Hillel, an organization for Jewish students, sponsors weekly services as well as celebrations for all festival occasions of the Jewish tradition. The Newman community celebrates Mass each Sunday. On the first Sunday of each month a special worship service is sponsored for and by Black students.

The Duke University Parish Ministry provides services to the student body through the cooperative work of staff, faculty, and community members representing the Baptist, United Methodist, Roman Catholic, and Presbyterian constituencies. Lutherans, Episcopalians, B'Hais, and the Society of Friends also constitute religious groups on campus, in addition to the Inter-Varsity Christian Fellowship, Campus Crusade for Christ, and the YW-YMCA. Through these and other organizations, students are able to participate in study and service projects concerning topics such as world hunger, prison reform, racism, sexism, and human sexuality.



ATHLETICS

Varsity sports for men have a long history of successful intercollegiate competition in baseball, basketball, fencing, football, golf, lacrosse, soccer, swimming, tennis, track, and wrestling.

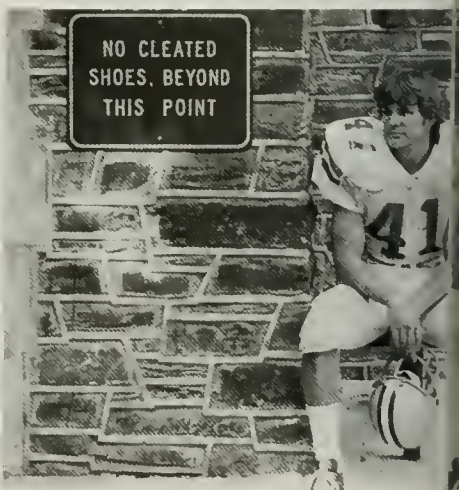
Women's varsity sports have grown rapidly during the past decade from occasional extramural games to intercollegiate competition in basketball, golf, gymnastics, hockey, swimming, tennis, and volleyball. Track, lacrosse, crew, and fencing teams are being developed.

RECREATION

Intramural activities provide an opportunity for all students to engage in sports of their choice. There are three active programs: men's, women's, and coeducational. Lighted tennis courts, a new intramural building on West Campus, and a new recreation and physical education facility being designed for East Campus are increasing the opportunities for participation.

Club sports supported by ASDU offer still another opportunity for students to participate in activities of their choice. Among these clubs are folk dance, karate, rugby, sailing, soccer, and synchronized swimming.

Independent recreation may be pursued whenever facilities of East and West Campus are not scheduled. Three pools have open swimming hours, and the running tracks, tennis courts, exercise rooms, and other courts and fields are also available whenever possible.



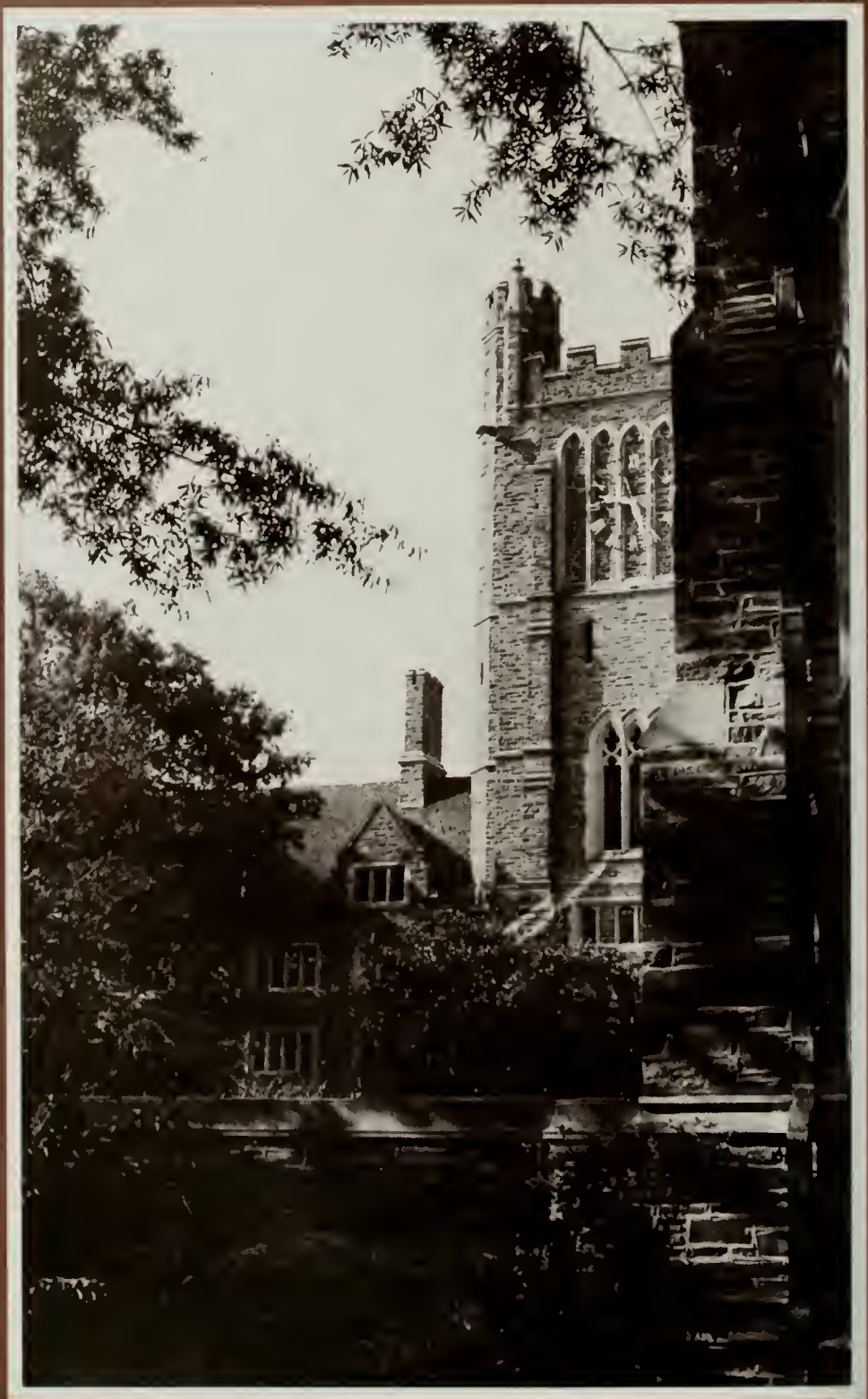


MISCELLANY

A complete annotated list of undergraduate activities would be unwieldy; students whose interests are not listed below are encouraged to write for information.

A.I.E.S.E.C.
 American Field Service
 Association of African Students
 Badminton Club
 Bench and Bar Society
 Blue Jeans
 Cheerleaders
 Chess Club
 Chinese Student Association
 College Republicans
 Committee for Concerned Scholars
 Debate Team
 Demolay
 Directions for Educated Women
 Duke Folksong Society
 Duke Jazz Ensemble
 Duke Ski Team
 ECOS
 Food Co-op
 Football Club
 Gay Alliance

Goat Watching Society
 International Club
 International Folk Dance Club
 Karate Club
 Duke Men's Alliance
 North Carolina Public Interest Research Group
 North Carolina Student Legislature
 Nereidians
 Duke Outing Club
 Photography Group
 Pre-Med Society
 Rugby Football Club
 Sailing Club
 Skeet Club
 Soccer Club
 Sport Parachute Club
 Tocqueville Society
 Women's Alliance
 Young Democrats
 Young Americans for Freedom



Admissions

Freshman Admissions

The Admissions Committee attempts to look beyond the academic strengths displayed by the majority of applicants. It seeks to determine in each prospective student evidence of intellectual capability, maturity, and productive energy.

Since the number of students applying exceeds the number of available positions, selectivity is a necessary part of the admissions process. Although no single criterion will spell the success or failure of an application, the secondary school record is regarded as one of the most significant documents in the application, because it has proved to be the soundest indicator of academic ability, potential, and motivation. Secondary school recommendations (as well as additional letters of recommendation) give meaning to the objective information and are considered extremely useful in determining the qualifications of an applicant.

Requirements concerning secondary school subjects are flexible, although at least 12 high school units must be in college preparatory subjects such as English, foreign language, history and social studies, mathematics, and physical or biological sciences. Applicants to the School of Engineering are advised to present 4 units of mathematics and at least 1 unit in physics or chemistry.

It is the performance of the individual applicant within his own school environment which particularly concerns the Committee on Admissions. The Committee recognizes the varying levels of instruction and types of evaluation utilized by secondary schools and, therefore, imposes no minimum rank that a candidate must achieve before he will be considered. A profile of the current freshman class may be obtained by writing to the Office of Admissions.

All freshman candidates are required to take the College Entrance Examination Board Scholastic Aptitude Test (SAT), the English Composition Achievement Test, and two other achievement tests of their own choosing. Candidates for the School of Engineering must take an achievement test in mathematics. Although this battery of tests is preferred by the Admissions Committee, examinations offered by the American College Testing Program (ACT) are also acceptable and students should observe the test deadlines indicated in the admissions calendar on page 25.

Although it is clearly to the applicant's advantage to perform competently on standardized examinations, it should be remembered that these tests are not considered infallible predictors of academic success on the college level by the Admissions Committee.



Rather, they are viewed as imperfect indicators to be employed in conjunction with additional application materials. There is no minimum score that a student must earn on the SAT (or ACT) before he will be considered for admission, and no maximum score that will guarantee admission to the University.

Just as the Committee has refused to establish a minimum test score and class rank which prospective students must achieve before he will be considered for admission, it has also maintained an open policy with regard to the geographical distribution of the student body. The University's commitment to the region, however, is reflected in the fact that approximately 35 percent of a diverse and distinctly national student body resides in the southeastern United States.

Applications may be obtained from the Office of Undergraduate Admission, Durham, North Carolina 27706. A financial aid form will be enclosed.

Most students file their applications and the \$20 application fee early in the fall of their senior year. The secondary school report forms provided in the application packet should be given to the appropriate school official with the request that they be submitted to the University as soon as possible and no later than the application deadline.

February Notification exists for the student who has a clear interest in Duke and who wishes to hasten the decision on his application. The application deadline for February notification is December 15 of the senior year, thus enabling candidates to take achievement tests and SATs as late as December 4, 1976. However, earlier test dates are recommended. Decisions are mailed by February 1, and accepted candidates pay their reservation fees by February 15.

Students applying for February notification are not restricted to one college application; neither are unsuccessful applications postponed until the April 15 notification date. The candidate learns of the decision, positive or negative, by February 1. The same criteria and standards govern applications under both notification plans.

April Notification candidates observe a February 1 application deadline, although most students file their applications and the \$20 application fee during the fall of the senior year. Scholastic Aptitude Tests and achievement tests must be taken by January 22, 1977. Decisions will be mailed by April 15, and accepted candidates should pay their reservation fees by May 1.

Midyear Admission is geared to the accelerating high school student, to the accepted Duke candidate who postpones matriculation for one semester, and to the high school graduate who applies to college after the senior year. Students who have been accepted

for September admission may request that their places be held for the semester beginning in January, and in many cases they will find the Committee on Admission sympathetic to their plans for the intervening semester. Some students work to earn money for college; others gain valuable pre-professional or travel experience; still others seek simply to gain an extra measure of maturity before entering college.

The application deadline for new candidates is October 15, although test dates fall considerably earlier. Achievement tests must be taken no later than May 7, 1976, and SATs no later than June 4. Students will be notified of the decisions on their applications by November 15, with the expectation that those who are accepted will reply by December 1.

Transfer Admission

A limited number of transfers are admitted to the University each semester, and though dormitory housing cannot be provided, a number of accepted transfers are able to obtain residence in University owned apartments. Most applicants have completed two and usually three semesters of work at fully accredited institutions and have achieved at least a *B* average before they submit applications for transfer. Transfer applicants are asked to present Scholastic Aptitude Test scores for review, although no achievement tests are required; ACT scores are also acceptable. In order to earn a Duke degree, transfers should expect to spend the last two years of undergraduate work in residence at the University.

Because of limited facilities, the number of spaces available for transfer in the School of Nursing is very small. Prospective candidates should consult the Office of Admissions for further information before making application.

The Office of the Registrar evaluates the transcripts of transfer applicants only after they have been accepted, and it is difficult to predict, therefore, which courses will be accepted for transfer credit. Generally, however, courses taken at fully accredited institutions which are similar to courses offered at Duke will receive specific or elective credit from the University. A course in which a grade less than *C* – has been earned cannot be accepted for transfer credit. Pass/fail courses receive pass/fail consideration at Duke.

Although transfers cannot expect to live on campus, the Office of Housing Management assists them in finding accommodations (and often roommates) in apartments near the campus. Students desiring information about housing should write the Director of Housing Management.

Students who wish to be considered for September admission must submit applications by February 1; decisions will be mailed by April 15. For January admission, application must be submitted by October 15; decisions will be mailed by November 15. In both cases, reservation fees must be paid within fifteen days after acceptance.

Applications may be obtained from the Office of Undergraduate Admissions, Duke University, Durham, North Carolina 27706.

Visits to the Campus

Personal interviews are not required; in fact, the number of students requesting interviews has increased so dramatically in recent years that it is often impossible to grant all requests for individual appointments. Because the interview is designed primarily to assist students in learning about the University, those who cannot arrange an individual appointment should not be reluctant to join one of the group information seminars conducted each weekday by a member of the admissions staff. Student-led tours usually follow the group sessions.

From January through April when applications for admission are being reviewed individual interviews are suspended, although the group sessions continue.

If a candidate wishes to schedule an appointment at other times of the year, it would be wise to write at least two weeks in advance of the proposed visit. Monday and Friday appointments are, understandably, in the greatest demand.

In many cities throughout the country, personal interviews are available for candidates through local Alumni Admissions Advisory Committees. If such a committee exists in a candidate's community, he will be notified and a personal interview arranged. These interviews usually take place during January and February.



Admission Calendar

January Freshmen

May 7, 1976	Last Achievement Test date for January
October 15, 1976	Last SAT date for January admission
October 15, 1976	Deadline for submission of freshman applications for January admission
November 15, 1976	Freshman applicants notified of admission and financial aid decisions
December 1, 1976	*Accepted freshman applicants pay reservation fees

September Freshmen-February Notification

November 6, 1976	Preferred SAT or Achievement Test date for February Notification applicants
December 4, 1976	Last SAT and Achievement Test date for February Notification applicants
December 15, 1976	Deadline for submission of February Notification applications
February 1, 1977	Candidates notified of admission and financial aid decisions
February 15, 1977	*Accepted candidates pay reservation fees

September Freshmen-April Notification

December 4, 1976	Preferred SAT or Achievement Test date for April Notification candidates
January 22, 1977	Last SAT and Achievement Test date for April Notification candidates
February 1, 1977	Deadline for the submission of April Notification applications
April 15, 1977	Candidates notified of admission and financial aid decisions
May 1, 1977	*Accepted candidates pay reservation fees

January Transfers

October 15, 1976	Deadline for submission of January transfer applications
November 15, 1976	Candidates notified of admission and financial aid decisions
December 1, 1976	*Accepted candidates pay reservation fees

September Transfers

February 1, 1977	Deadline for submission of September transfer applications
April 15, 1977	Candidates notified of admission and financial aid decisions
May 1, 1977	*Accepted candidates pay reservation fees

*These fees are nonrefundable.



Financial Information

Expenses

Total expenses differ, of course, with the tastes and habits of the individual student at Duke, but on the average, a student spends slightly over \$5,750 during the academic year. Basic expenditures, with a reasonable sum allotted for books and supplies, follow:

Tuition	\$3,230
Income from endowment and contributions make it possible for the University to bear more than half the total cost of a student's education at Duke.	
Room and Board (average)	\$1,665
The majority of rooms on campus are occupied by two students although a limited number of single rooms are available. Cost varies according to accommodations. Men and women on the East Campus choose between a five-day and a seven-day board option. Students on the West Campus pay for each meal individually.	
Books and Supplies	\$200

These estimated expenses are subject to change, and the prospective student should consult the Office of Undergraduate Admissions for the most current information. An initial, nonrefundable reservation fee of \$150 is paid upon acceptance to the University in order to reserve a place in the freshman class.

Assistance

A good college education, especially in a private institution, represents financial sacrifice for almost every family. Although no university can promise to ease the financial strain of college completely, Duke University's financial aid policy attempts to ensure that no student admitted to the University will be prevented from attending because of lack of funds.

Qualified applicants are admitted to Duke University without regard to their need for financial assistance. Students in need of financial assistance are, therefore, encouraged to apply for both admission and financial aid; they will be notified of the financial decision at the time of acceptance.

Because the degree of assistance is determined on the basis of need, all financial aid candidates submit a Parents' Confidential Statement (PCS) to the College Scholarship

Service in Princeton, New Jersey. After the admission decision is made, the Director of Financial Aid reviews the Service's evaluation of the PCS and determines the degree and type of financial aid which will be necessary to allow the student to attend the University.

Of course, not all financial aid awarded to college students comes from the institution itself. Every applicant should consult his guidance counselor concerning the many national and local organizations providing assistance for higher education.

The Basic Educational Opportunity Grant Program exists for students whose families will need considerable financial assistance. Applications may be obtained from the high school guidance counselor or the local post office.

A number of families make use of the Federal Insured Loan Program, designed to guarantee or ensure student loans made by banks or other incorporated state lending agencies. The interest rate of 7 percent will be paid by the government while the students who qualify are in school. The Financial Aid Office can provide the address of the lending agency for each state. Duke University is itself a guaranteed lender.

The Aid Package

The "package" is the form of financial assistance which is widely awarded to undergraduates. The combination of University gift funds and opportunities for self-help enables Duke to extend its resources to all whose PCS evaluations demonstrate a need for them. Some portion of the aid offered will normally be in the form of grants, long-term loans, and employment. Acceptance of one portion of the assistance package does not obligate the student, though, to accept all portions of it. Students making sufficient academic progress toward graduation may expect financial assistance as long as the need for it is demonstrated.

Loan funds supplied by the federal government are available to financially qualified students. Repayment of loans usually begins nine months after the student ceases full-time study. Interest accrues at the rate of 3 percent; complete payment is scheduled to take place within a ten-year period.



Nursing loans are also funded by the federal government and are available to qualified students in the School of Nursing. Interest accrues at the rate of 3 percent annually, beginning nine months after a student ceases full-time study. Due to the limit in the amount of nursing student funds, however, some students are offered federally insured loans in place of nursing loans.

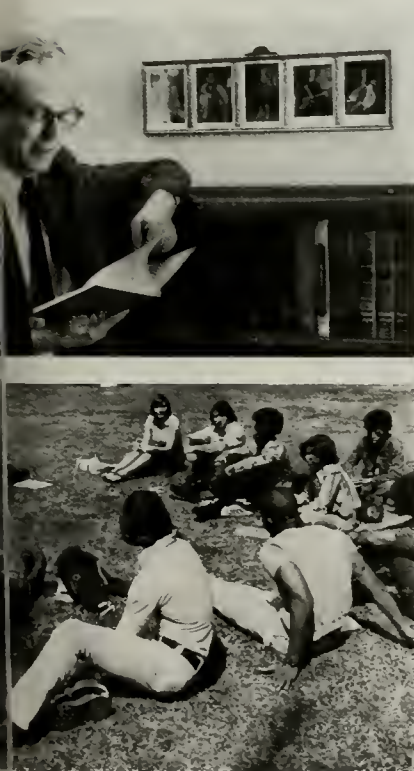
Employment, the other portion of the self-help aspect of the financial aid package, usually requires between nine and fifteen hours a week and provides an average stipend of \$750. The money is paid directly to the student as the work is performed. The Placement Office serves as a clearinghouse for part-time jobs both on campus and in the city of Durham.

Gift awards, in most cases, make up the difference between the sum allotted for self-help and the student's total financial need. Duke has many scholarships and grants-in-aid, based on need, which are available annually from personal endowments and corporation sources. These named scholarships may be awarded on the basis of achievement in a particular field or because of the generally outstanding quality of the student's record.

A single financial aid application, included among the application materials, will cover all Duke scholarships. With the few exceptions noted on the application form, a student need not apply for a specific award, for the Financial Aid Office will determine the appropriate scholarship for each applicant.

Angier B. Duke Memorial Scholarships are awarded to students whose superior records mark them as young men and women who give outstanding promise of becoming leaders in their chosen fields of endeavor. Candidates for admission to the freshman classes in Trinity College, the School of Engineering, and the School of Nursing are eligible to apply. Applicants for the scholarship are required to submit with their application a supplementary Angier B. Duke Memorial Scholarship questionnaire and two additional references.

Students with demonstrated financial need may receive awards covering the total annual cost of attending Duke. Angier B. Duke Scholars without demonstrated need re-



ceive \$500 per year as an honorary stipend. The awards are renewable for the four undergraduate years.

Angier B. Duke Scholars may choose to spend one summer of their undergraduate careers studying in a special seven-week program at Oxford University in England, or they may choose to undertake a self-determined educational experience which will be funded up to \$1,000 by the Angier B. Duke Memorial Scholarship Program.

Finalists for the Angier B. Duke Scholarship will be selected and invited to participate in the finals competition which is held late in March on the Duke University campus. Notification of winners will be made prior to April 15. All qualified students, regardless of financial need, are encouraged to apply.

Several scholarships have been established in recent years which give priority to students in specific counties in North Carolina. Among these are the W. N. Reynolds Memorial Scholarships, awarded first to children of employees of the R. J. Reynolds Tobacco Company and then to residents of Forsyth County, and the J. Welch Harriss Scholarships, awarded on the basis of merit and need, first to male students from High Point and then to those from Guilford County. The newly established Braxton Craven Scholarship will be awarded on the basis of merit, first to students from Davidson County, and then to students from the State of North Carolina. The Financial Aid Office will provide additional information to students interested in any of these scholarships.

Duke's renewed commitment to the arts has given rise to several substantial scholarships in recent years. The Mary Duke Biddle Scholarship in Music Composition, a \$2,500 annual award, is available to a member of each entering class and is renewable from year to year as long as the student does satisfactory work. The student applying for this award supplements his application with samples of his musical compositions. Eligibility is limited to students planning to major in music.

Instrumental and vocal performers may compete for the A.J. Fletcher Scholarships which are awarded on the basis of merit and need. These scholarships are not limited to music majors.





The Alyse Smith Cooper Scholarship is awarded annually to deserving students from North Carolina. Preference is given to students from Alamance County and to students majoring in music. Special consideration is given to students of piano, organ, and voice. The scholarships are usually awarded to incoming freshmen and are renewable subject to evidence of satisfactory undergraduate achievement.

Nursing students should explore the Florence K. Wilson Scholarship and the Marian Sanford Sealy Scholarship. The Lelia R. Clark Scholarship was established in 1971 to cover tuition and fees for a nursing student, preferably from North Carolina.

Engineering students may qualify for one of the J. A. Jones Memorial Scholarships, sponsored through the Jones Fund for Engineering. The Jones Scholarships are granted without regard to the student's intended major in engineering, and they are renewable as long as the student does satisfactory work.

United Methodist Scholarships are available on a need basis to Methodist students who have been leaders in their local Methodist Youth Fellowship Groups. In many cases, children of ministers in the North Carolina and the Western North Carolina Annual Conferences of the United Methodist Church may be eligible to receive a partial remission of the tuition charge. Details of eligibility may be found in a brochure prepared by the Office of Financial Aid.

Beginning in the second semester of their freshman year, cadets are eligible to compete for an Air Force ROTC College Scholarship. This scholarship includes full tuition, books, laboratory fees, and \$100 per month subsistence. The scholarship is awarded on a merit basis and considers academic achievement, leadership potential, and overall performance.

The NROTC College Scholarship Program provides for four years of tuition, fees, and textbooks at government expense, plus subsistence and summer active duty pay which amounts to approximately \$4,700 per year. Selection for this program is made on the basis of an annual nationwide competition conducted by the Department of the Navy.

For further information regarding all named scholarships, write to University Scholarship Officer, Admissions Office, 2138 Campus Drive, Duke University, Durham, North Carolina 27706.

Musical scores and tapes, as well as all requests for information regarding music scholarships should be addressed to: Chairman, Scholarship Committee, Department of Music, Duke University, Box 6695 College Station, Durham, North Carolina 27708.



Areas of Study

Department titles can often be misleading. A major in Russian, for instance, finds his area of study under the heading Slavic Languages and Literatures; business administration translates into Management Sciences. If your field of interest is not represented in this section as you may have anticipated, write to the Office of Undergraduate Admissions for clarification.

Allied Health Programs

Majors in allied health fields are offered by the Duke University Medical Center. Students who wish to become medical technologists, physician's associates, or pathology assistants should write to the Division of Allied Health, Duke University Medical Center.

Anthropology

Anthropology is a very broad discipline that is divided into primary areas of physical, psychological, and social-cultural anthropology, archeology, and linguistics. Duke's Department of Anthropology provides a comprehensive program of study involving the comparative analysis of human societies and cultures as they are related to man's physical nature and the biological world. Two general courses function as an introduction to anthropological concepts and methods and as a preparation for more specialized studies at an advanced level which focus upon interrelated topics in religion, politics, ecology, psychology, and kinship, or upon area courses that are devoted to ethnographic and theoretical materials on native Americans, peoples of Africa, Oceania, South Asia, and the Middle East. Advanced students are eligible for graduate level courses, which provide opportunities for library or field research to develop competence in one or more of the areas mentioned previously.

Students selecting anthropology for career-related purposes will find that the major in anthropology often qualifies them for a variety of positions in many government agencies, multinational corporations, international programs, and journalism. An advanced degree is usually a prerequisite for obtaining teaching and research positions. A major in anthropology combined with work from a related area of study can also provide an incomparable background for graduate work in any discipline that concerns human behavior.

Art

Art is divided into practice and history. Practice, as it is experienced in the studio, takes the form of basic design, printmaking, drawing, sculpture, photography, ceramics,

and painting; it is hoped that exposure to one or all of these artistic facets will enable students to recognize any interests and aptitudes that should be developed for subsequent specialization. The Art Department at Duke does not attempt to provide professional training in specific practical art skills, but places emphasis instead upon fulfillment of a broad and flexible curriculum to which the art experience is a contributing factor.

Art history, as a particular aspect of the historical continuum, merges with other humanistic areas, such as philosophy, religion, and literature. The nature of research methods that are intrinsic to this program of study presupposes the concurrent development of language proficiencies.

A student electing the art major concentrates in either art history (8 courses) or in studio (7 courses). The department also offers an honors program in art history which provides the superior student with an opportunity for independent study and research.

Biomedical Engineering

Biomedical engineering involves the application of quantitative engineering methods to medical and biological problems. The major in biomedical engineering is utilized by some students as preparation for medical school or graduate school. Others eventually undertake careers as practicing biomedical engineers in health-care units such as hospitals, or in fields such as occupational health and safety, environmental engineering, and man-machine systems design.

The biomedical engineering program at Duke stresses the use of computers in the mathematical design of biological systems, and the development of effective instrumentation and circuitry as devices for regulation of these systems. Six specific biomedical engineering courses must be completed for fulfillment of the major requirements. Basic course work in mathematics, computer science, chemistry, physics, zoology, and engineering sciences is also required to develop the broad educational foundation necessary for study in this field. Students are able to choose twelve of thirty-two courses required for the Bachelor of Science in Engineering degree as electives, with the understanding that a minimum of five of these courses must be taken in the humanities and social sciences.

Students intending to major in biomedical engineering should designate the School of Engineering in their applications for admission to Duke University. Additional information about the study of engineering may be obtained from the Office of Undergraduate Admissions.

Black Studies

The Black Studies Program at Duke is designed to provide instruction and study within the area that is described broadly as the Black American experience. Although intensive or major work is worthwhile and encouraged, departmental course offerings are closely related to many students' primary areas of interest and may thus constitute a useful secondary component of a liberal arts education. The student majoring in Black studies will receive special counseling in planning his course of study and in considering his future vocation.

Botany

The Department of Botany represents a broad spectrum of disciplines with particular strengths in the areas of ecology, systematic plant biology, genetics, and physiology. The University's phytotron (one of two facilities in the Southeast for studying plant growth under controlled conditions), an experimental plot (for local ecological studies), and the Marine Laboratory at Beaufort (for oceanographic studies) are available to students in addition to the laboratory facilities afforded by the Biological Sciences Building. Students majoring in botany on the undergraduate level receive a considerable amount of personal guidance from the Director of Undergraduate Studies, and independent work is stressed. All programs are designed to provide a strong background for advanced work in the field, and careful course selection promotes the development of a versatile biological preparation that is suitable for entry into several other areas. A new interdisciplinary

program in environmental studies, an interdisciplinary approach to oceanography, and studies in plant systematics and organismal diversity are examples of possible curriculum options.

With the permission of the Director of Undergraduate Studies in Botany, students who score 3 or better on the CEEB Advanced Placement Examination in Biology, or who have completed two years of high school biology may be exempt from introductory course requirements.

Chemistry

Chemistry, as the study of matter on the molecular level, is essential not only to the physical sciences but also to the basic biological sciences, biochemistry, paramedical studies, and to certain aspects of oceanography as well. Students intending to pursue graduate study in chemistry ordinarily elect courses leading to the Bachelor of Science degree. However, a Bachelor of Arts degree in chemistry is also offered for students requiring a combination of a solid foundation in chemistry with a flexible specialization in related disciplines. In both degree programs the chemistry courses are essentially sequential: general chemistry is followed by organic chemistry (structure, methods of identification, and reactions of compounds of carbon), then by physical chemistry (empirical laws and applications of quantum phenomena, thermodynamics, and kinetics), and then by analytical chemistry (separation procedures and techniques of analysis and measurement), inorganic chemistry (structure, methods of identification, and reactions of compounds not primarily containing carbon), and other specialized areas such as biological chemistry.

Independent study, as a final phase of preparation for the Bachelor of Science degree (and as an option for Bachelor of Arts candidates) enables students to direct their studies toward a specific research problem under staff supervision. The Bachelor of Arts candidate has the additional option of substituting advanced seminars for independent study.



Civil Engineering

Civil Engineering is the art of designing, analyzing, and building constructed facilities. Students majoring in civil engineering at Duke are able to pursue one of six specialized programs or a general program that is designed to develop a broad professional background. The six areas of specialization are: environmental engineering—developing systems for decreasing air and water pollution; water resources engineering—using and preserving water resources, including the ocean; geotechnical engineering—designing earth structures and foundations; mechanics and materials engineering—analyzing the behavior of construction materials under load; structural engineering—designing safe structures such as buildings, bridges, and air frames; and urban engineering—developing systems for mass transportation, public health and safety, and land use.

The academic program is flexible and progressive, but rigorous enough to prepare graduates for immediate professional practice. The curriculum features a minimum of nine civil engineering courses and a broad preparation in mathematics and the physical sciences. Usually ten of the thirty-two courses required for the B.S.E. degree are relatively free electives, and at least four of these courses must involve work in the humanities and social sciences.

Prospective majors in civil engineering should designate the School of Engineering in their applications. Additional information concerning Duke's programs in engineering may be obtained from the Office of Undergraduate Admissions.

Classical Studies

Classical Studies is the multidisciplinary examination of the civilizations of Greece and Rome. These complex and sophisticated cultures, at once remote and familiar, are the sources of the Western tradition; all available resources, from literature and archeology to comparative mythology and social theory, are brought to bear on the understanding of the Classical world and its contributions to our own. The mental discipline and imagination required to comprehend past civilizations provide an excellent background and training for many professional pursuits (and not only for graduate work in Classical Studies); many of Duke's Classical Studies majors, for example, have gone on to law school.

The Department of Classical Studies offers courses in the various aspects of Greco-Roman civilization, ranging from introductory level to seminars in individual authors or literary genres. The Department offers three majors, in Greek, in Latin, and in Classical Studies (ancient history and archeology), in order to allow students to concentrate and acquire depth in their particular areas of interest while maintaining an overview of the entire field. All majors are encouraged to spend a semester during their junior year at the Intercollegiate Center in Rome, where Duke participates in sponsoring a program which focuses upon the life and art of Rome and its dependents through the ages.

Computer Science

The digital computer has become an indispensable tool in almost all scientific research and has also assumed a significant role in the study of linguistics and the humanities. The department offers a variety of courses which enables undergraduates to perceive the implications of the computer, to utilize more efficiently the many computer facilities available to them at Duke University, or to prepare for a career in the rapidly expanding field of computer science.

Successful completion of the introductory course (Introduction to Digital Computation) does not demand an extensive background in mathematics; the course is designed for the student who wishes to obtain a fundamental understanding of computer programming, and also serves as a basis for more advanced and theoretical work involving such topics as computer design, numerical analysis, data structure, programming languages, statistical computation, and computer simulation.

Because the computer science field is broad and closely linked to many other fields, the student majoring in this area is advised to complete a substantial amount of course work in related disciplines.



Economics

The economist investigates the means of producing economic wealth and analyzes conflicting demands for its distribution in order to make clear the consequences of modifying certain institutional arrangements. The introductory courses offered by Duke's Department of Economics constitute, therefore, a development of critical and analytical skills, which are intrinsic to the effective assessment and solution of economic problems as they are related to contemporary social institutions. Advanced courses ordinarily focus upon particular economic problem areas such as labor unions, monetary policy, market power, and poverty.

Although no particular career goal is emphasized by the department, majors are usually assisted by faculty in the design of programs that will serve as preparation for graduate study and (eventually) professional competence in the areas of economics or administration. Because the department encourages the integration of the economic discipline within a broad, liberal arts framework, the major can also be utilized by students as preparation for the study of law.

Education

The Department of Education offers programs designed to qualify students for positions as elementary or secondary school instructors. The study of elementary education initially involves extensive analysis of learning theory and patterns of child development. Practical application of learning theory is then encouraged so that the student may develop deeper understanding of instructional methods.

The department prepares students as secondary school instructors in the areas of art, English, foreign languages, mathematics, music, the sciences, and social studies. Ordinarily, these students major in the area of their principal interest and elect to take related course work in the Education Department devoting an entire semester during the senior year to courses in designated subject matter and then to student teaching.

Advisers in the Department of Education assist students in planning programs that will fulfill individual needs and establish eligibility for admission to the student teaching program. These programs are also designed to meet the requirements of the state or states in which students desire certification.

Electrical Engineering

Electrical engineering is a broadly based discipline dealing with the process, control, and transmission of information and energy through utilization of the electrical and magnetic forces of nature. Because electricity is the most flexible form of energy available to man, the influence of the electrical engineering profession is pervasive in our technological society.

Electrical engineering majors at Duke typically choose programs of study in one of the following areas: communication systems, computer and information processing systems, solid state science, electromagnetics, networks and electronic circuits, control systems, and energy conversion. Secondary interests such as premedicine, prelaw, computer science, management, economics, and social systems may be accommodated within the electrical engineering curriculum through individualized programs of study that emphasize the student's specific professional objectives and academic interests. This is easily accomplished since ten to twelve of the thirty-two courses required for the B. S. E. degree are relatively free electives (with a required minimum of six in the humanities and social sciences). The academic program in electrical engineering demands completion of seven courses in the major area; of these, two are designated electrical engineering courses while the remaining five are electrical engineering electives chosen by the student to satisfy his/her particular interests within the major discipline.

Prospective majors in electrical engineering should designate the School of Engineering in their admission applications. Additional information concerning the study of engineering is available from the Office of Undergraduate Admissions.

English

The study of literature, which is unquestionably one of the broadest approaches to an education in the liberal arts, provides an opportunity for the synthesis of current literary thought and the concepts presented in the works of past writers. On a more practical level, it is an extensive development of the ability to communicate through the written medium. Literature also stands as an excellent resource for the investigation of human character, and for acquiring a sensitivity to the human condition and its workable values.

Varied course offerings coupled with the size and diversity of the Duke English Department enable the English major to choose from among many alternatives as far as courses, teachers, and classroom formats are concerned. All students majoring in English are required to satisfy patterns of distribution in the department rather than to take specific courses. Usually, individual subject preferences are followed within a wide range of English and American literature, and in such areas as Elizabethan drama or nineteenth century English literature as well as contemporary fiction, poetry, and drama.

The seminar and independent study features of the curriculum afford both beginning and advanced students the opportunity to participate in small group learning experiences. Courses in creative writing, available as early as the freshman year, are taught by members of the faculty who are themselves successful authors.

Geology

The study of geology cultivates an understanding of the earth, our ultimate resource, with respect to its history, composition, structure, and physical and chemical processes.

The demand for trained geologists increases as government and industry expand the search for petroleum, uranium, and other mineral sources of energy. Geologists also work in the areas of oceanography, seismology, hydrology, paleontology, sedimentology, and many other fields of specialization.

Courses of special interest to non-majors include Geological Environments and Man; Geology, Resources and Society; the History of the Earth; and Introductory Oceanography. Students majoring in geology take core courses designed to provide a broad background and ordinarily find a variety of later opportunities available as a result. Geology majors are advised to expand their course of study so that training in one or more of the related sciences and mathematics is included. Provision for interdisciplinary majors and student-faculty interaction are additional sources of attraction for prospective geology students.

Germanic Languages and Literature

The German language is essential to the life, work, and traditions of millions of people in East and West Germany, Austria, and Switzerland. Students who pursue the study of German at Duke are given ample opportunity to investigate Germanic culture and civilization through concentration in language, literature, and history. The departmental program provides basic language skills that can be used for study in the humanities and the natural and social sciences; it also functions as pre-professional training for the linguist, critic, and literary historian.

Rich resources serve the student: impressive library holdings, language laboratories, opportunity for study abroad, and an accessible staff committed to instructions of high calibre. In a cocurricular context the department has organized a regular German Table and informal coffee hour, in addition to other social and academic events, enabling students to apply and broaden their classroom experience.

Career possibilities grow with the expansion of the international community and America's involvement in international affairs. Students are routinely placed in the finest graduate programs in German, interpreting, and international relations and have an excellent record in advanced study abroad and careers in international service.

Health, Physical Education, and Recreation

The Department of Health, Physical Education, and Recreation offers both instruction and recreational opportunities for men and women in a broad variety of sports. Physical assessment and development programs, theory courses, and opportunities for intramural, club, and recreational participation are available. The department helps to coordinate the operation of a variety of campus athletic clubs such as football, rugby, soccer, archery, and badminton. Many opportunities are available in both club sports and the extensive Intramural Program which provides over thirty different activities established on a competitive basis. Men's, women's, and coed intramural options are available.

The program in physical education offers a number of individual, dual, and team sports as well as such activities as canoeing, sailing, skiing, bowling, and horseback riding. Instruction in a variety of sports, aquatic activities, and dance is provided on a beginning, intermediate, and advanced level. Physical Education activity courses are offered to all students on an elective basis for one-half course credit. Those men and women who are unable to swim are encouraged to complete a half semester of swimming instruction. Students who have any physical limitations are provided the opportunity to improve or correct their disabilities through an adapted physical education program. Special courses in individual development are tailored to meet the individual needs of students involved. Activities in this area range from long distance jogging to techniques of tension control.

Theory courses in physical education are available for students who are interested in recreational leadership or dance, and also for those who are preparing to teach at the elementary school level. Health education courses, which, like other theory courses, offer full course credit, are provided on an elective basis for students interested in health affairs and current health problems. Various theory courses are offered as electives for students intending to coach team sports on the secondary school level and for others who find them appropriate.

An attempt is made throughout the program to give individual attention and to adapt courses to meet needs of the individual student. A staff physical therapist is available to assist in various physical problems. Students are strongly encouraged to learn new sports and skills so that they can continue to use them throughout their college careers and throughout their lives as a means of staying active, physically fit, and healthy.

History

The study of history involves the systematic investigation of the organizations of past societies and the patterns of events that shaped those organizations. Thus, training in such study, combined with a knowledge of the various methods of historical investiga-

tion, lends itself to deeper understanding of contemporary social and political developments.

The range of subjects offered by the department covers all periods of American history (including Afro-American), European history from classical to contemporary times, Asian, African, Russian, Latin American, and military history; the history of science, technology, and medicine; and the history of women. In all courses, emphasis is placed on encouraging the student to think critically and to master the various techniques of historical investigation through class discussion, lectures, and research.

Discussion sections or seminars add to the variety of learning experiences at every level, from introductory courses in European, non-Western, and American history to advanced seminars. Faculty of all ranks teach both the introductory and the more advanced courses.

The student majoring in history is urged to broaden his understanding by exploring other subjects. Indeed, the student who desires to combine historical studies with a related discipline, or to develop an interdisciplinary Program II curriculum, is encouraged to do so.

For the student majoring in other subjects, every effort is made to offer courses in history which fit a variety of interests and programs of study.

Management Sciences

The program in management sciences is designed to provide an understanding of businesses and other economic enterprises and their influence on society. Conceptual understanding of, and analytical reasoning related to, problems of modern management are stressed instead of occupational training. The basic tools of mathematical analysis, information systems, organization theory, and economic theory are combined to develop a fundamental understanding of the role and function of complex business organization in society.

At Duke the Management Science program is liberal arts oriented and provides the foundations for those desiring further study in law, business, or the other social sciences as well as those planning to continue their education as leadership trainees in many organizations. It is possible to combine this program with indepth studies in other areas of the student's choice, such as mathematics, the natural sciences, or the other social sciences. Provision, too, is made for professional preparation in accounting, including adequate course work to prepare for the Certified Public Accountant examination. Work leading to Graduation with Distinction is available for majors.

Mathematics

The formulation of the calculus during the final decades of the seventeenth century was an extraordinary intellectual achievement. It widened the scope of classical geometrical mathematics until it was adequate to express the fundamental principles of the exact sciences and to yield the applications which encompass every aspect of modern living.

The Department of Mathematics at Duke University provides an analytic basis upon which the concepts of the modern exact sciences can be constructed. This is the essential objective of the work for the first two years in calculus, which also prepares for more advanced courses in analysis including ordinary and partial differential equations, complex variable analysis, and abstract linear spaces. Modern scientific inference is based on statistics, and courses are presented to correspond to a wide range of pre-professional student needs. A continuing objective is to integrate the mathematics curriculum with professional needs in engineering, computation, physics, chemistry, the life sciences, economics, management sciences, and medicine.

Mathematics represents one of the most fundamental intellectual aspects of our culture. For the student who wishes to delve more deeply and study the rigorous logical development constructed in the last hundred years as well as the many fascinating new conceptual structures of modern mathematics in algebra, analysis, geometry, formal logic, and topology, the department offers courses, seminars, and opportunities for independent study leading into graduate mathematics. The faculty encourages those students who are considering majoring in mathematics to obtain a solid background in plane geometry, trigonometry, analytic geometry, and algebra.



The department owns a portable computer terminal linking with the Triangle Universities Computation Center. Also available is an exceptional mathematics library. This year for the first time some introductory courses will incorporate the use of a digital computer.

Any student with an interest in the social sciences or the natural sciences should (and probably will be required to) take some mathematics. Normally such a student begins with calculus and proceeds through the calculus sequence. However, any student with insufficient preparation in mathematics should not take calculus simply to satisfy the natural science division requirement. If he must take calculus he is advised to take a pre-calculus course before entering Duke in the fall.

The Director of Undergraduate Studies in the department will provide further information to interested students.

Mechanical Engineering and Materials Science

Mechanical engineering is the application of technology to the generation, transfer, and control of mechanical forces, energy, and states of matter, whereas materials science involves the development of substances with the particular combinations of mechanical, chemical, and electrical properties necessary to satisfy certain technological demands. Although the Department of Mechanical Engineering and Materials Science attempts to provide majors with a broad preparation in the general area, five specific topics of study are emphasized in areas of automatic control and systems dynamics, materials science and engineering, design of mechanical systems, propulsion and energy conversion, and thermal and fluid sciences. The program is flexible and allows students to investigate such interdisciplinary areas as environmental quality and control, industrial administration and business management, ocean engineering, transportation systems engineering, and urban engineering.

Eight courses in mechanical engineering and materials science are required of majors in conjunction with extensive exposure to mathematics and the physical sciences. Twelve or thirteen of the thirty-two courses required for the B.S.E. degree are relatively free electives with a required minimum of five in the humanities and the social sciences. Senior projects and undergraduate laboratory seminars are available in the areas of systems dynamics, materials development, thermal and fluid systems, and systems response and control.

Prospective majors in mechanical engineering and materials science should designate the School of Engineering in their admission applications. Additional information concerning the study of engineering at Duke is available from the Office of Admissions.

Music

The Department of Music offers a broad curriculum instructed by a faculty of artists and teachers who are also performers, composers, and historians. The low ratio of students to faculty affords the opportunity for sustained individual attention through private and independent study. Class lectures and seminars are supplemented by conferences with visiting scholars, composers, and performers. Many courses and activities sponsored by the department are available to non-majors as well.

Students majoring in music are encouraged to achieve a balanced background in three divisions of music study—theoretical analysis and composition, music history, and performance—and to emphasize study in one of these areas in later phases of their work. In theory and composition, techniques of orthodox and electronic composition are taught by composers, and performances of student works are regularly scheduled. Music history aims at the evaluation of the music styles of Western civilization through reference to the artist and his era. This may be supplemented by the study of non-Western and primitive music.

Private instruction in voice, piano, organ, and orchestral instruments is available. Opportunities for both solo and ensemble performance experience are abundant. Please see the *Bulletin of Undergraduate Instruction* for applicable fees.

Nursing

Standard course requirements in the first two years of the School of Nursing program include two semesters of science; a freshman English course; three courses in the social science areas of psychology, anthropology, and sociology; a basic statistics course; and a two-semester human ecology course. The remaining courses needed to complete the sixteen-course sequence for the lower division may be elected by the student (with the assistance of an academic adviser) in accordance with specific interests.

Although space is limited, several well-qualified students are admitted for transfer into the nursing program. These students must make provisions for meeting the human ecology requirement and are encouraged to seek advice concerning all aspects of transfer early in their planning. Courses being considered for transfer must be approved by Duke.

The focus of the junior and senior years is the nursing major. The third year is devoted largely to the broad role of nursing in health and illness while the senior year provides increased depth in both these areas. Required and elective courses in nursing are offered, including independent study. Due to the flexible curriculum, students may develop an area of concentration within nursing or develop a second major in the humanities, behavioral sciences, or natural sciences. Individually planned experiences provide the student with opportunities to practice skills, develop an understanding of the entire nursing process, and assume those characteristics which mark the professional nurse.

Questions should be directed to the Office of the Dean of the School of Nursing.

Physics

Physics is one of the oldest of the natural sciences; the theories of relativity and quantum mechanics have not only altered the direction of physics but have also changed man's philosophical ideas about nature. The invention of the transistor has produced a revolutionary change in the electronics and computing industries; the impact of the laser may prove to be just as revolutionary. The study of elementary particles is providing new insights into the nature of matter.

At the introductory level, the Department of Physics offers courses to students who wish to learn about the ideas and discipline of physics generally. The undergraduate majoring in physics does not specialize in a given field of physics, but receives an extensive training in several basic areas. The sequence of courses is introductory physics, modern physics, mechanics, thermodynamics and kinetic theory, optics, quantum mechanics, and an advanced physics laboratory.

At all levels there exists the opportunity to become aware of, and perhaps affiliated with, the research being carried out in the fields of nuclear physics, elementary particle

physics, the structure of molecules and solids using both microwave and optical techniques, the properties of matter at temperatures approaching absolute zero, and theoretical physics.

Philosophy

Philosophy involves illumination and, in some cases, criticism of the most fundamental concepts in human thought. The academic program provides opportunities for concentration in four areas: metaphysics, epistemology, ethics, and logic. In metaphysics, these are such basic concepts as mind, matter, and real existence, and in epistemology, or the theory of knowledge, such concepts as rational belief, truth, evidence, and justification. The study of ethics involves the examination of value, goodness, and obligation. Logic deals with the concepts and principles involved in any argument or proof.

A study of philosophy does not in itself lead directly to any career except the teaching of philosophy. But students planning careers in other fields often major in philosophy because of its value in clarifying the underlying assumptions of other fields of endeavor. Many law schools encourage a major in philosophy, for example, for its development of critical and analytical thought.

There are two types of courses included in the philosophy curriculum—systematic and historical. The former are more directly problem-oriented, whereas the latter approach philosophical problems in terms of the thought of some of the great thinkers of the past and present. Many courses of the former type, however, such as the standard Introduction to Philosophy, also involve a certain amount of reading in the philosophical classics.

Political Science

The Department of Political Science seeks to convey an understanding of the philosophies, practices, and problems of government and politics. In pursuing this objective, a variety of materials and methods is used; treatment of the subject may be from a historical, legal, institutional, philosophical, empirical, or quantitative perspective.

The topic that is most fundamental to political science concerns human behavior within the political realm; the collection of empirical data, and the examination of decision-making processes within the context of normative judgments influencing political decisions, complement the study of such behavior.

The major in political science is useful to those students interested in careers in law, politics, business, journalism, teaching, foreign service, and government employment.

Majors are advised to begin with an introductory course, the American Political System, and then to proceed with advanced work in the comparative study of political systems, the study of international politics, or in political theory. These students must also take a total of eight courses in the department, including at least two graduate courses or senior seminars, and at least one course in three of the four basic areas of the curriculum (political theory, American politics, comparative politics, and international relations). Opportunities are also available for independent study and internship credit.

Psychology

As an area of study, psychology blends characteristics common to research methods in both the natural and social sciences. Specific possibilities for research include such diverse topics as: brain-behavior relationships in animals and man, biological and social origins of motivation, the development of traits and attitudes, and the conditions and consequences of social influence.

The major in psychology does not prepare a student for immediate practical work in the field. Rather, the chief objective of the undergraduate program is to acquaint students with principles and methods, and to provide them with some understanding of the broad range of psychological inquiry. The Department of Psychology seeks to recognize the diversity of content by offering four first-level lecture courses which are intended to give beginning students an opportunity for practical experience with specific fields and methods of investigation. Available at the intermediate and advanced levels are lecture courses as well as a variety of laboratory courses involving the design, and often the execution,

of experiments in specific problem areas. The latter are taught in small groups of twelve to twenty students. For the capable major who seeks intensive involvement with special problems in research and theory, opportunity for study is available in group tutorials, graduate-undergraduate seminars, and independent work under faculty supervision.

Public Policy Studies

Good decisions do not follow from good intentions alone; a good decision requires an ability to assess a problem clearly, project the consequences of the available alternatives accurately, and evaluate these consequences objectively. The complex and weighty problems which face public policy makers require sophisticated modes of assessment, projection, and evaluation if these problems are to be dealt with wisely. The need for this type of analysis defines both the research agenda and the educational role of an emerging interdisciplinary field called public policy studies—a field whose rapid growth has paralleled the growth in the size and power of the public sector itself.

Modes of analysis which are useful to public decision makers are presented in the five core courses of the public policy major. These courses cover economics and politics, statistical methods, decision-making strategies and normative theory. Majors have a chance to apply this background in a field experience with a public agency or private organization that works closely with the public sector. Opportunities in this regard include internship sequences in health, criminal justice, and communications (all open to non-majors) each of which involves two semesters of academic work as well as summer jobs in Washington, D. C., or the Durham area.

The Institute also offers a variety of elective courses which deal with substantive policy areas, advanced analytical methods, and humanistic perspectives on public policy.

Public Policy Studies provides a rigorous interdisciplinary background well suited for students interested in advanced study in a professional or social science graduate program. It is also an especially appropriate preparation for careers in the public sector.

Religion

If entering students have had courses of instruction in religion, they will very likely have had them in contexts quite different from those provided by the Department of Religion at Duke. Rather than to inculcate and discipline faith or belief, the function of the



department is to promote the study of religious beliefs and the problems from which they arise. This means that work in religion supports and is complemented by work done in other departments of the University, especially in the humanities and the social sciences.

The religion faculty attempts to clarify the importance of religion to a period of history or to some form of human experience. It attempts as well to increase in students their appreciation for matters of religion and their ability to employ appropriate methods for understanding them.

The nature of the materials and the range of approaches allow the major in religion a breadth of choices for concentration, providing him with a basis for entering either professional or graduate study in religion, professional training, or advanced work in some other field. Non-majors will find courses offered by the department that are related to work they are doing in their own major fields.

The department introduces the study of religion in two distinct but related ways: first, through the examination of the particulars of specific religious traditions, and, second, through theoretical studies of an analytic, comparative, and constructive nature. The first of these two basic divisions has two subheadings: 1) African and Asian Traditions and 2) Jewish and Christian Traditions. The second basic division (analytic, comparative, and constructive studies) and will include a wide range of courses such as courses on theology, ethics, religion, and literature, and the more comparative or phenomenological courses in History of Religions. The department regularly offers seminars and courses open to freshmen which lead to more advanced work within these several areas.

Reserve Officers Training Program

The Department of Aerospace Studies (AFROTC) functions as a regular department of instruction, and provides a professional education for men and women leading to the commission as a second lieutenant in the Air Force Reserve. Freshmen and sophomores enroll in the General Military Course and, upon its successful completion, may apply for continuation in the Professional Officer Course. A provision exists by which interested cadets may request delay of active duty for the purpose of attending graduate school with approval of Air Force Headquarters.

Qualified freshman and sophomores who earn a C + average may apply for an Air Force Scholarship during the spring semester. The scholarship covers tuition, books, fees, and includes a \$100 a month stipend. At Duke this amounts to approximately \$4300 annually and is effective beginning the fall of the following school year. No additional service commitment is involved.

Seniors who go on to pilot duties will participate in a 25-hour Flight Instruction Program using light aircraft.

Students wishing to learn more about the AFROTC program should contact the Professor of Aerospace Studies, Duke University, Box DM, Duke Station, Durham, N. C. 27706. (919-684-3641). Advanced Placement may be made in the manner prescribed by the University for other courses, or by contacting the Department of Aerospace Studies, Room 303, Duke Computation Center, during Freshman Week.

The Department of Naval Science offers a course of professional studies, complementary to other departmental curricula, leading, upon graduation, to a commission in the Navy, the Marine Corps, or their Reserves. Students selected in the annual national competition are enrolled in the NROTC Scholarship Program which provides full tuition, fees, books, and \$100 monthly allowance for up to four years. Other students select the College Program which provides the \$100 monthly allowance in the junior and senior years. For additional details see the section on Financial Information and write to the Director of Undergraduate Studies, Department of Naval Science.

Romance Languages

When a student elects to concentrate in French or Spanish, he has decided to study in depth two important aspects of a particular culture—the language and the literature. At Duke he may elect a major in language or literature, though study in either area requires

completion of both language and literature courses, to varying extent. Skill in the use of the language will provide insights and appreciation of literary works, and acquaintance with literary works will strengthen language skills.

The study of a national literature must be made within the perspective of the humanities and the social sciences. It is important, then, to balance the major in literature by including related study in history, political science, sociology, fine arts, and other literatures. In the language major related study is desirable in other languages and in linguistic theory.

Courses in Italian and Portuguese are offered by the department although neither may qualify as a major area of study.

Students may take advantage of Duke's association with the Vanderbilt Abroad programs or the Junior Year Abroad programs of other colleges and universities.

In the senior year, especially qualified students may pursue independent studies leading to Graduation with Distinction. Career opportunities for romance language majors include such areas as government service, international agencies, libraries, museums, and high school and college teaching. A major in French or Spanish can also provide a good background for entrance in any of the professional schools (law, medicine, business, etc.).

Slavic Languages and Literature

Russian ranks with English and Chinese as one of the major world languages. A knowledge of the language is indispensable in many positions in the federal government, private business, library work, and research institutions dealing with social or natural sciences. The recent political and economic rapprochement between the United States and the Soviet Union promises to open up many new areas in which Russian specialization will be at a premium. There is also a growing need for qualified Russian teachers on the high school and college level.

Practical advantages aside, the study of Russian literature is richly rewarding as an aesthetic and cognitive experience. The body of Russian literature is second to none in quality and serves to increase the student's understanding of Soviet culture.

Despite the popular misconception concerning the special difficulties of Russian, the language is a member of the Indo-European family of languages and is thus related to English with which it shares many cognates. The Russian alphabet can be mastered in about two weeks; Russian syntax is much less complicated than German or even English.

Russian majors take four years of language instruction including reading in the original Russian of literary and historical texts in the higher level languages courses. A variety of courses on individual writers and literary periods exists in translation for majors and non-majors alike, although majors are required to do part of the reading in Russian in these courses. The emphasis is increasingly placed on the more relevant periods of the nineteenth and twentieth centuries. In addition to Russian literature, courses in Polish literature, the second most important Slavic literature, are offered in English translation.

Sociology

Sociology is concerned with the description, analysis, and explanation of those conditions underlying the diverse network of social patterns. By utilizing ideas and theories in conjunction with systematically collected information, sociologists attempt to develop generalizations involving such matters as race relations, new organizations of communities, and deviations from normal social behavior.

A general course introduces students to the concepts and methods of sociological research while preparing them for more concentrated study in specific areas such as industrial relations, urban studies, the family, mass communications, and collective behavior. Courses in demography, social psychology, social organizations, and the analysis of the life cycle reflect differing possibilities for the investigation of these topics.

The Department of Sociology offers a varied program to undergraduates, and many majors do their work in the department as preparation for graduate study in the social sciences, or as a background for professional training in fields such as law, social adminis-



tration, and health services. Others find that it provides direct access to positions with local, state, and federal governments, community action and development programs, and other work in applied sociology.

The department also provides its majors with opportunities for acquiring basic skills necessary for sociological research. Courses are offered in sociological theory, methodology, and statistics, and advanced undergraduates are encouraged to take part in one or more of the ongoing research projects within the department. Majors who are studying for University honors may conduct their own individual research projects.

Zoology

The complex nature of modern biology is reflected in the diversity of programs which are open to zoology majors. Students who are primarily interested in obtaining a broad basic training in biology will find that a variety of courses in genetics, ecology, morphology, physiology, and cell and developmental biology is available.

Other students may specialize in such interdisciplinary subjects as physiological ecology, biochemical genetics, biophysics, and marine biology, or more strictly zoological subjects as animal behavior and vertebrate biology. At the more advanced levels, students are encouraged to become involved in research tutorials and other special projects in their areas of specific interest. Junior and senior students may apply for a semester's study in the interdisciplinary program in the marine sciences at the Duke University Marine Laboratory in Beaufort, North Carolina.

Most of the recent progress in biology has come, not from the expansion of traditional fields of botany or zoology, but from the incorporation of ideas and techniques derived from the physical sciences and mathematics. As part of their biological training, most zoology majors need to become familiar with at least elements of calculus, physics, and organic chemistry. The Zoology Department recommends introductory courses in these subjects and frequently recommends additional work in the appropriate areas.

With the permission of the Director of Undergraduate Studies in Zoology, students who score 3 or better on the CEEB Advanced Placement Program Examination in Biology, or who complete two years of high school biology may by-pass the introductory course.

Special Programs

The Program in Canadian Studies is designed to provide the student with an understanding of Canada and its problems and prospects. It may be taken as part of a major in history and political science, as a supplement to any other major, as part of an interdepartmental concentration, or under Program II.

Comparative Area Studies in Asia, Africa, and Latin America is a new interdisciplinary major which includes extensive coursework in a particular geographic area and its language, less extensive work in a second geographic area, and additional study in an appropriately related discipline. An interdisciplinary seminar in the senior year is designed to bring together a number of themes for comparative treatment.

Comparative Literature is the study of the interrelationships of national literatures through the comparison of significant authors, ideas, currents, themes, and literary genres in different ages and cultures. The Committee on Comparative Literature assists students in creating responsible programs, although all majors take introductory and advanced courses in comparative literature and read extensively, in the original, the literature of a foreign language. Reading knowledge of a second foreign language is required.

The Marine Sciences Program makes it possible for qualified juniors and seniors to live and study at the Duke University Marine Laboratory, Beaufort, North Carolina, during the spring term. The semester program consists of two courses and a seminar in addition to independent research. The design of the program permits a student to continue study at the Marine Laboratory during the summer either by participating in senior-graduate courses or by continuing the independent studies initiated during the spring term.

The University Program in Genetics provides a coherent course of study in all facets of biology related to genetics. Students interested in preparation for advanced work in genetics or wishing to take an interdisciplinary major in this area may do so with departmental approval.

Asian and African Languages—Chinese, Japanese, Hindi-Urdu, and Swahili—are offered for course credit, although no major is available in the field.

Linguistics courses may be taken as electives by advanced students, although no major is offered in the field.

The Program in Medieval and Renaissance Studies, an interdisciplinary major, is designed to provide the student with a well-rounded understanding of the historical, cultural, and social forces that shaped the medieval and Renaissance periods. The program is divided into four areas of study: fine arts (arts and music); history; language and literature (French, German, Greek, Italian, Latin, and Spanish); and philosophy-religion.

The Program in Forestry and Environmental Studies is available to undergraduates following three years of concentration in a coordinated and carefully integrated curriculum involving basic courses in arts and sciences. The following semesters are spent in the School of Forestry and Environmental Management, and upon completion of seventy units of credit in a professional program of study, a student will have earned a baccalaureate degree from Trinity College and the professional Master of Forestry or Master of Environmental Management from the Duke School of Forestry and Environmental Studies.

Bulletin of Duke University
Information for Prospective Students

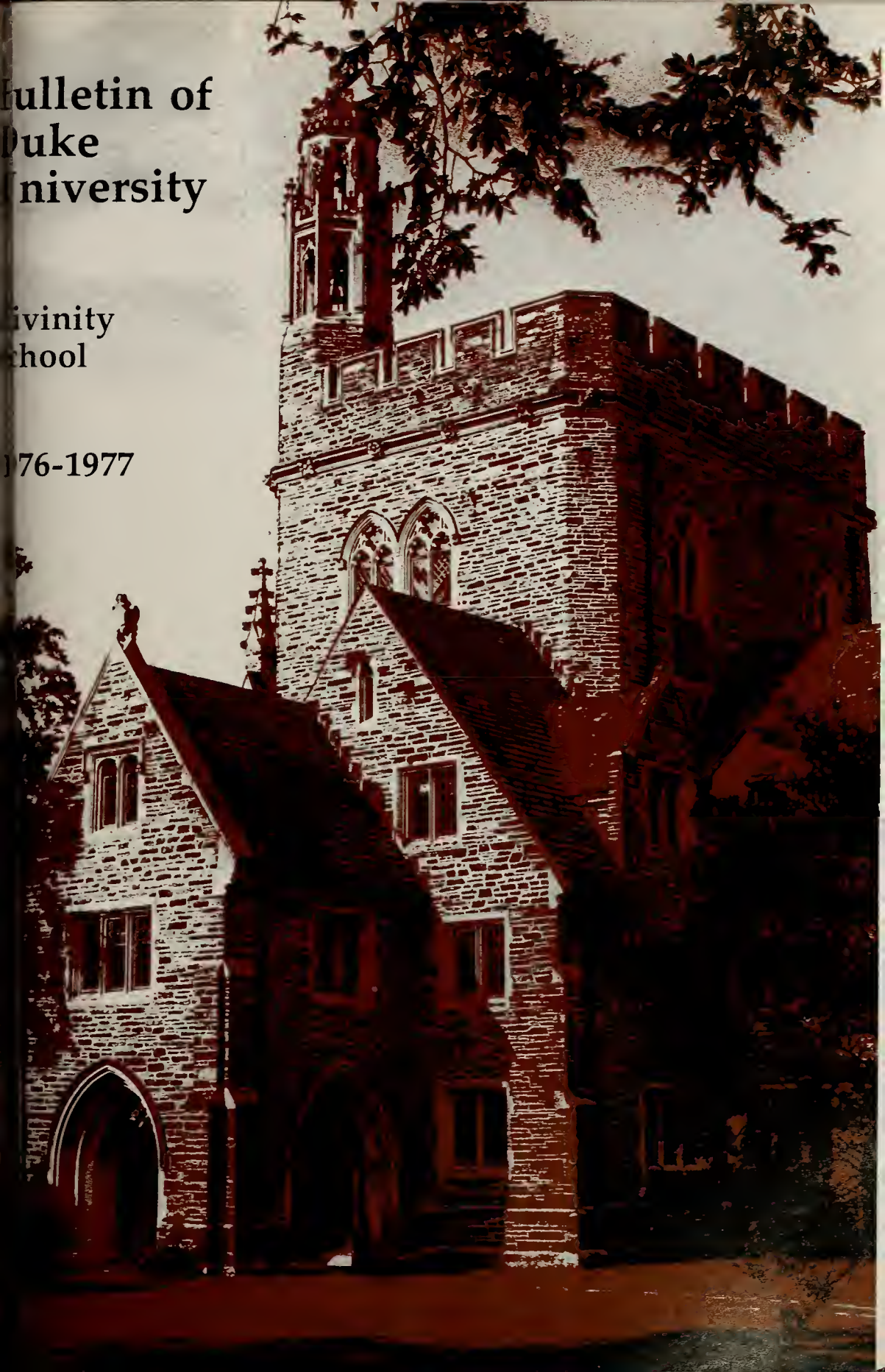
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1976-1977



Bulletin of Duke University

Divinity School

1976-1977

Durham, North Carolina 1976

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EDITORIAL ASSISTANT
Elizabeth Matheson
Duke University Bulletins Office

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Elizabeth Matheson

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Calendar of the Divinity School

1976

September

- 1 Wednesday—Orientation for new students begins
- 2 Thursday—Orientation continues
- 3 Friday, 9:00 a.m.-12:00 noon—Registration of all new students; registration changes for returning students
- 7 Tuesday, 8:20 a.m.—Fall semester classes begin
- 7 Tuesday—Drop/add period begins
- 7 Tuesday, 7:30 p.m.—Divinity School Opening Convocation
- 17 Friday—Drop/add period ends 12:00 noon

October

- 25-27 Monday-Wednesday—Divinity School Convocation and Pastors' School with Gray Lectures
- 25, 26 Monday, Tuesday—Fall recess
- 27 Wednesday—Classes resume

November

- 3 Wednesday—Registration for spring semester, 1977
- 25, 26 Thursday, Friday—Thanksgiving recess
- 29 Monday—Classes resume

December

- 8 Wednesday—Fall semester classes end
- 9, 10 Thursday, Friday—Reading period
- 13 Monday—Final examinations begin
- 21 Tuesday—Final examinations end

1977

January

- 7 Friday—Orientation and registration for new students
- 10 Monday—Spring semester classes begin
- 11 Tuesday—Drop/add period begins
- 21 Friday—Drop/add period ends 12:00 noon

March

- 4 Friday, 6:00 p.m.—Spring recess begins
- 14 Monday—Classes resume
- 30 Wednesday—Registration for fall semester 1977

April

- 8, 11 Friday, Monday—Easter recess
- 20 Wednesday—Spring semester classes end
- 20 Wednesday, 9:20 a.m.—Closing Convocation
- 21, 22 Thursday, Friday—Reading period
- 25 Monday—Final examinations begin

May

- 2 Monday—Final examinations end
- 7 Saturday, 3:00 p.m.—University Baccalaureate Service
- 7 Saturday, 7:30 p.m.—Divinity School Baccalaureate Service
- 8 Sunday, 3:00 p.m.—Commencement Exercises

University Administration

General Administration

Terry Sanford, J.D., LL.D., D.H., L.H.D., D.P.A., *President*
A. Kenneth Pye, LL.M., *Chancellor*
Frederic N. Cleaveland, Ph.D., *Provost*
Charles B. Huestis, *Vice President for Business and Finance*
William G. Anlyan, M.D., *Vice President for Health Affairs*
Juanita M. Kreps, Ph.D., *Vice President*
J. David Ross, J.D., *Vice President for Institutional Advancement*
Victor A. Bubas, B.S., *Vice President for Community Relations*
Stephen Cannada Harward, A.B., C.P.A., *Treasurer and Assistant Secretary*
J. Peyton Fuller, A.B., *Assistant Vice President and Controller*
Harold W. Lewis, Ph.D., *Vice Provost and Dean of Faculty*
John C. McKinney, Ph.D., *Vice Provost and Dean of the Graduate School*
John M. Fein, Ph.D., *Vice Provost and Dean of Trinity College of Arts and Sciences*
Ewald W. Busse, M.D., *Associate Provost and Director of Medical and Allied Health Education*
John Shytte, M.S., *Director Pro Tem of Duke Hospitals*
Frederick C. Joerg, M.B.A., *Assistant Provost for Academic Administration*
Anne Flowers, Ed.D., *Assistant Provost for Educational Program Development*
William J. Griffith, A.B., *Assistant Provost and Dean of Student Affairs*
William C. Turner, Jr., M.Div., *Assistant Provost and Dean of Black Affairs*
Richard L. Wells, Ph.D., *Assistant Provost and Associate Dean of Trinity College of Arts and Sciences*
Joel L. Fleishman, LL.M., *Vice Chancellor for Public Policy Education and Research; Director of Institute for Policy Sciences and Public Affairs*
Connie R. Dunlap, A.M.L.S., *Librarian*
William E. King, Ph.D., *University Archivist*
Clark R. Cahow, Ph.D., *University Registrar*
Olan Lee Petty, Ph.D., *Director of Summer Session*
Rufus H. Powell, LL.B., *Secretary of the University*
Charles Linn Haslam, J.D., *University Counsel*

DIVINITY SCHOOL EDUCATIONAL ADMINISTRATION

Thomas A. Langford (1956), B.D., Ph.D., D.D., *Dean of the Divinity School*
Creighton Lacy (1953), B.D., Ph.D., *Associate Dean for Curricular Affairs*
Joseph B. Bethea (1972), B.D., D.D., *Director of Black Church Studies*
Shirley O'Neal (1966), *Administrative Assistant for General Administration and Finance*
B. Maurice Ritchie (1973), B.D., Th.M., *Director of Admissions and Student Affairs*
Early Clifford Shoaf (1972), B.D., *Director of Field Education*

Division of Special Programs

P. Wesley Aitken (1963), B.D., Th.M., *Director of Clinical Pastoral Education*
Richard A. Goodling (1959), B.D., Ph.D., *Director of Programs in Pastoral Psychology*
McMurry S. Richey (1954), B.D., Ph.D., *Director of Continuing Education*
Robert L. Wilson (1970), B.D., Ph.D., *Director, J. M. Ormond Center for Research, Planning and Development*

Division of Advanced Studies

Waldo Beach (1946), B.D., Ph.D., *Supervisor of the Master of Theology Program*
Dwight Moody Smith, Jr. (1965), B.D., Ph.D., *Director of Graduate Studies in Religion*

Library

Donn Michael Farris (1950), M.Div., M.S. in L.S., *Librarian*
Harriet V. Leonard (1960), M.Div., M.S. in L.S., *Reference Librarian*
Linda Lacy Sipe, B.A., *Circulation Librarian*
Betty Walker, B.A., *Assistant Circulation Librarian*

SECRETARIAL STAFF

Anita Gail Chappell, *Faculty Secretary*
Mary P. Chestnut, *Faculty Secretary*
Ann C. Daniels, *Faculty Secretary*

Sarah Freedman, *Faculty Secretary*
 Clara S. Godwin, *Secretary to the Dean*
 Lesta Gotsch, *Faculty Secretary*
 Patricia M. Haugg, *Secretary to the Director of Graduate Studies in Religion*
 Maxie B. Honeycutt, *Administration Secretary for Student Financial Aid*
 Patsy E. Martin, *Faculty Secretary*
 Margie M. Meeler, *Secretary to the Director of Field Education*
 Mary H. Milbourne, *Secretary to the Director of Admissions and Student Affairs*
 Jacquelyn P. Norris, *Faculty Secretary*
 Frances D. Parrish, *Secretary to the Director of the J.M. Ormond Center for Research, Planning, and Development*
 Geneva Pickett, *Secretary to the Director of Admissions and Student Affairs*
 Marie Smith, *Faculty Secretary*
 Norma J. Tate, *Faculty Secretary and Secretary to the Director of Black Church Studies*
 Mary C. Tilley, *Administrative Secretary, Registry*

FACULTY

Lloyd Richard Bailey (1971), B.D., Ph.D., *Associate Professor of Old Testament*
 Frank Baker (1960), B.D., Ph.D., *Professor of English Church History*
 Waldo Beach (1946), B.D., Ph.D., *Professor of Christian Ethics*
 John K. Bergland (1973), M.Div., *Associate Professor of Homiletics*
 Robert Earl Cushman (1945), B.D., Ph.D., L.H.D., *Research Professor of Systematic Theology*
 William David Davies (1966), M.A., D.D., F.B.A., *George Washington Ivey Professor of Advanced Studies and Research in Christian Origins*
 Herbert O. Edwards (1974), S.T.B., Ph.D., *Associate Professor of Black Church Studies*
 James Michael Efid (1962), B.D., Ph.D., *Associate Professor of Biblical Languages and Interpretation*
 Donn Michael Farris (1950), M.Div., M.S. in L.S., *Professor of Theological Bibliography*
 Richard A. Goodling (1959), B.D., Ph.D., *Professor of Pastoral Psychology*
 Robert Clark Gregg (1974), S.T.B., Ph.D., *Assistant Professor of Patristics and Medieval Church History*
 Stuart C. Henry (1959), B.D., Ph.D., *Professor of American Christianity*
 Frederick Herzog (1960), Th.D., *Professor of Systematic Theology*
 Osmond Kelly Ingram (1959), B.D., *Professor of Parish Ministry*
 Creighton Lacy (1953), B.D., Ph.D., *Professor of World Christianity*
 Thomas A. Langford (1956), B.D., Ph.D., D.D., *Professor of Systematic Theology*
 Paul A. Mickey (1970), B.D., Th.D., *Associate Professor of Pastoral Theology*
 Roland E. Murphy (1971), M.A., S.T.D., S.S.L., *Professor of Old Testament*
 *Jill Raitt (1973), Ph.D., *Associate Professor of Historical Theology*
 McMurry S. Richey (1954), B.D., Ph.D., *Professor of Theology and Christian Nurture*
 Charles K. Robinson (1961), B.D., Ph.D., *Associate Professor of Philosophical Theology*
 †John Jesse Rudin II (1945), B.D., Ph.D., *Associate Professor of Liturgy and Worship*
 Dwight Moody Smith, Jr. (1965), B.D., Ph.D., *Professor of New Testament Interpretation*
 Harmon L. Smith (1962), B.D., Ph.D., *Professor of Moral Theology*
 David Curtis Steinmetz (1971), B.D., Th.D., *Professor of Church History and Doctrine*
 John H. Westerhoff III (1974), M.Div., Ed.D., *Associate Professor of Religion and Education*
 William H. Willimon (1976), M.Div., S.T.D., *Assistant Professor of Worship and Liturgy*
 ††Robert L. Wilson (1970), B.D., Ph.D., *Research Professor of Church and Society*
 Franklin Woodrow Young (1968), B.D., Ph.D., *Amos Ragan Kearns Professor of New Testament and Patristic Studies*

FACULTY, DEPARTMENT OF RELIGION

(Teachers in graduate program in religion whose courses are open to Divinity School students.)

Kalman Bland (1973), Ph.D., *Assistant Professor of Judaic Studies*
 David G. Bradley (1949), Ph.D., *Professor of History of Religions*
 James H. Charlesworth (1969), B.D., Ph.D., *Associate Professor of New Testament*
 Roger Corless (1970), Ph.D., *Assistant Professor of History of Religions*
 Wesley A. Kort (1965), Ph.D., *Associate Professor of Religion and Literature*
 Bruce B. Lawrence (1971), Ph.D., *Associate Professor of History of Religions*
 Charles H. Long (1974), Ph.D., *Professor of History of Religions*

*Leave of absence, fall semester 1976.

†Retires 8-31-76.

††Sabbatical leave, spring semester 1977.

Eric M. Meyers (1969), Ph.D., *Associate Professor of Judaic Studies*
 Robert T. Osborn (1954), Ph.D., *Professor of Theology*
 Harry B. Partin (1964), Ph.D., *Associate Professor of History of Religions*
 William H. Poteat (1960), Ph.D., *Professor of Religion and Culture*
 James L. Price (1952), Ph.D., *Professor of New Testament*
 Orval Wintermute (1958), Ph.D., *Associate Professor of Old Testament*

ASSOCIATES IN INSTRUCTION

P. Wesley Aitken (1953), B.D., Th.M., *Chaplain Supervisor of Duke Medical Center and Part-Time Assistant Professor of Clinical Pastoral Education*
 John C. Detwiler (1966), B.D., Th.M., *Chaplain Supervisor of Duke Medical Center and Part-Time Assistant Professor of Clinical Pastoral Education*
 Albert F. Fisher (1974), M.Div., *Adjunct Associate Professor of Parish Work*
 ††John Kennedy Hanks (1954), M.A., *Lecturer in Sacred Music, Director of the Divinity School Choir, and Professor of Music at Duke University*
 Carlyle Marney (1972), Th.M., Th.D., Litt.D., D.D., *Visiting Professor of Preaching*
 M. Wilson Nesbitt (1958), B.D., D.D., *Adjunct Professor of the Work of the Rural Church*

EMERITI

Kenneth Willis Clark (1931), B.D., Ph.D., D.D., *Professor Emeritus of New Testament and Co-Director of the International Greek New Testament Project*
 James T. Cleland (1945), M.A., S.T.M., Th.D., D.D., *James B. Duke Professor Emeritus of Preaching*
 William Arthur Kale (1952), B.D., D.D., *Professor Emeritus of Christian Education*
 Hiram Earl Myers (1926), S.T.M., D.D., *Professor Emeritus of Biblical Literature*
 Ray C. Petry (1937), Ph.D., LL.D., *James B. Duke Professor Emeritus of Church History*
 H. Shelton Smith (1931), Ph.D., D.D., Litt.D., *James B. Duke Professor Emeritus of American Religious Thought*
 William Franklin Stinespring (1936), Ph.D., *Professor Emeritus of Old Testament and Semitics*
 Arley John Walton (1948), B.S.L., D.D., *Professor Emeritus of Church Administration and Director of Field Work*

††Sabbatical leave, spring semester 1977.





General Information



History

Duke University as it exists today developed from simple beginnings. Established in 1838, Union Institute became a normal college by 1851 and in 1859 was renamed Trinity College. In 1892 the college moved to Durham, North Carolina.

In 1924 James B. Duke established a trust fund for educational and charitable purposes. The chief beneficiary was Trinity College, which became Duke University. The purpose for establishing the trust was very clear: "I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers, and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind" The School of Religion began its work in the academic year 1926-1927, and formal exercises for its opening were held on November 9, 1926. In 1940 the name was changed to the Divinity School.

During its history the Divinity School has had outstanding teachers, scholars, and administrative leaders,* and its graduates have distinguished themselves by making significant contributions to the church and the world. In 1964 a program of expansion was begun, culminating in February, 1972, when the Divinity School doubled its physical facilities and moved into a handsome new building.

The Role of the Divinity School

The Divinity School represents theological inquiry and learning within the greater University. By history and indenture, it stands within the Christian

*Since the institution of the School in 1926, the following persons have served as Deans or Acting Deans: Edmund Davidson Soper, 1926-1928; Elbert Russell, 1928-1941; Paul Neff Garber, 1941-1944; Harvie Branscomb, 1944-1946; Gilbert T. Rowe, Acting Dean of the Faculty, 1946-1947; Paul E. Root (elected in 1947 but died before assuming office); Harold A. Bosley; 1947-1950; James Cannon III, Acting Dean 1950-1951, Dean 1951-1958; Robert Earl Cushman, 1958-1971; Thomas A. Langford, since 1971.



tradition and recognizes its distinctive lineage in, as well as its continuing obligation to, the United Methodist Church. The Divinity School, although United Methodist in tradition and dependency, receives students from many Christian denominations and offers its educational resources to representatives of the several communions who seek an education for a church-related ministry. From its inception, it has been ecumenical in aspiration, teaching, and practice, as well as in its faculty. Educational policy has consistently aspired to foster a Christian understanding "truly catholic, truly evangelical, and truly reformed."

The principal purpose of the Divinity School is the professional education for the ministry, which in today's world is manifested in a variety of forms. Provision to implement these increasing variations of ministry is a part of the School's curricular resources.

Although the conventional and inherited styles of ministry are now undergoing change, the Divinity School curriculum continues to prepare students for informed and discriminating discharge of the historic offices of church and congregation through the ministry of Word and Sacrament, pastoral care, and teaching. The Divinity School believes these offices will remain, although the form and context of "the local church" may change.

With this in mind, the Divinity School tries to prepare students for the mature performance of their vocation. It hopes to develop in each student a disciplined intelligence, informed by sound learning and equipped for worthy professional service. The resources are offered to students with a diversity of ministerial aims, although the School seeks, by recruitment and financial support, to prepare persons for ordination or lay professional vocations in the churches. This is regarded as a service to the Church, to the world, and primarily to the Lord of the Church.

The Relation of the Divinity School to Duke University

The Divinity School is an integral part of the University and shares fully in its activities, privileges, and responsibilities. The Sunday services in the Uni-



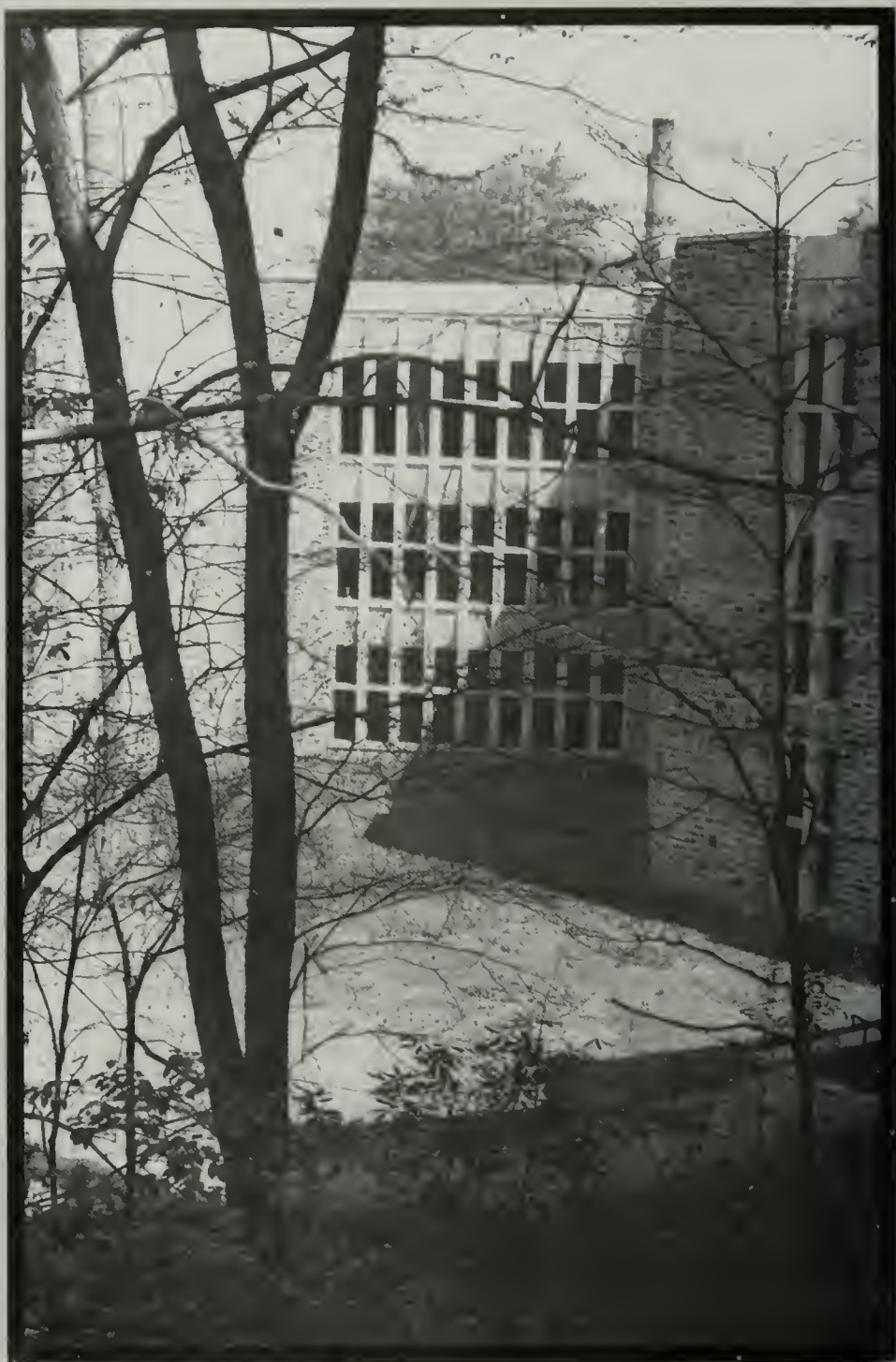
versity Chapel give Divinity School students each year an opportunity to hear several of the country's leading ministers. The University libraries make a rich collection of books and other materials easily accessible. Without paying additional fees, selected courses in the graduate and professional schools are open to Divinity School students, as well as the general, cultural, and recreational resources of the University.

Library Resources

Divinity School Library. The Divinity School Library contains a collection of more than 175,000 volumes in the field of religion and related disciplines and affords an unusual wealth of material for the seminary student. Although an integral part of the University's nine-unit library system, which possesses more than 2,600,000 volumes, the Divinity School Library has its own separate facilities in the Divinity School building. Its book collection is operated on the open stack system, and its reading rooms provide study facilities for students, space for the special reference collection in religion, and for the more than 575 religious periodicals to which the library currently subscribes.

Staffed by a librarian and a reference librarian trained in theology as well as library administration, by a circulation staff of two persons, and by a number of student assistants, the Divinity School Library offers a variety of reference services to assist the student in selecting and locating materials. The staff, in cooperation with the faculty, maintains a book and periodical collection to support basic courses and advanced research in all major fields of religious studies.

The Divinity School Library is adjacent to the Perkins Library. The seminary student may use the resources and facilities of the Perkins Library, some of which include manuscripts, archives, public documents, newspapers, periodicals, microfilms, maps, rare materials (among which are sixty prized ancient Greek manuscripts), and reference assistance. There is a provision for borrowing books from the libraries of the University of North Carolina and other neighboring institutions.



Admissions



Requirements and Procedures for Admission

The Divinity School is a fully accredited member of the Association of Theological Schools and is one of thirteen accredited seminaries of the United Methodist Church. It considers candidates for admission who hold an A.B. degree, or its equivalent, from a college approved by a regional accrediting body.

Pre-Seminary Curriculum. The Divinity School of Duke University follows the guidelines of the Association of Theological Schools with respect to undergraduate preparation for theological study. In general, this means a strong background in liberal arts, especially the humanities. A well-rounded background in English language and literature, history, philosophy, psychology, religion, social science, and foreign languages is especially desirable.

Application Procedures. Application forms secured from the Admissions Office should be filed at least six to twelve months in advance of the intended date of enrollment. Ordinarily no application for a degree program will be accepted after June 15 and November 15 for September and January enrollments, respectively. Applicants who live within approximately 300 miles of Durham will be required to come for on-campus visits and interviews prior to final admission. A *minimum* of thirty days is required to process any application for a degree program.

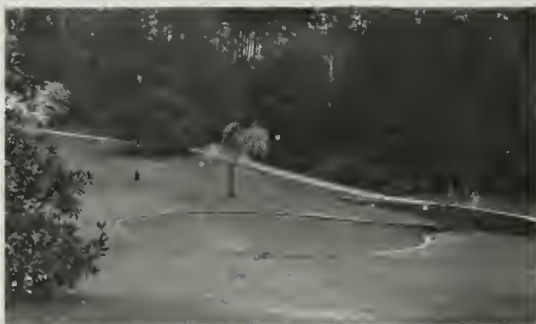
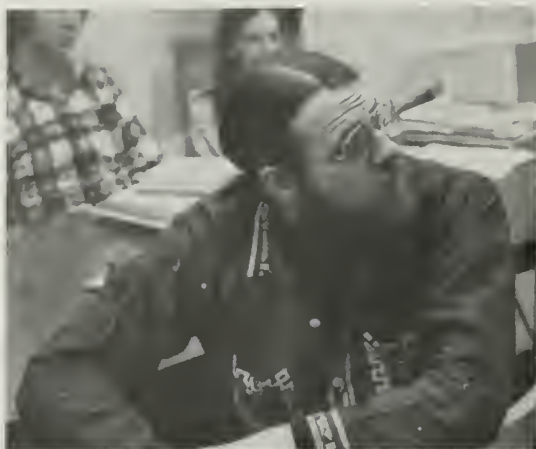
Applications from international students will be considered individually. Generally no distinctions are made in admission requirements between international and domestic students. Students from abroad must complete in writing all financial arrangements for study in the States prior to final admission by the Admissions Committee.

Graduates of unaccredited senior colleges and universities may apply for admission but will be admitted only on a probationary basis.

Admission Requirements. Those persons are encouraged to apply:

1. who have or will have been awarded a bachelor's degree from an accredited college or university prior to their intended date of enrollment;
2. who have attained at least an overall *B* – (2.65 on 4.0 scale) academic average; and
3. who are committed to some form of ordained or lay ministry.

Applicants are evaluated on the basis of academic attainment, future promise for ministry, and vocational clarity and commitment. The Admissions Committee, composed of students, faculty, and administrators, considers the entire range of applicants' supporting materials.



Admission on Probation. Applicants for admission who are graduates of accredited colleges but whose college transcripts do not fully meet Divinity School standards may be admitted on probation if other factors considered justify admission.

Probation means:

1. Limited schedules of work, the amount to be determined by the Associate Dean for Curricular Affairs (ordinarily no more than three courses each of the first two semesters);
2. Review of work at the end of each semester by the Committee on Academic Standing until probation is lifted.

Students whose work after admission is not satisfactory may be placed on probation, and such students who during the first year of Divinity School maintain less than a C average, including failures, ordinarily will be required to withdraw from the School.

Admission as a Special Student. Special student status may be granted with the approval of the Director of Admissions and the Dean. Particular circumstances must prevail in the case of such admissions. Applications for special student status must be submitted at least thirty days prior to the intended date of enrollment. *Special students are ineligible for any form of financial assistance through the Divinity School.*

Admission Acceptance. Applicants are expected to indicate their acceptance of admission within three weeks and to confirm this with the payment of an admission fee of \$30. Upon matriculation, this fee is applied to the first semester tuition charge.

To finalize admission students must lodge a certificate of immunization and general health with Student Health Service and provide the Admissions Office with a final transcript verifying the conferral of the undergraduate degree.

Persons who do not matriculate at the time for which they were originally admitted forfeit admission unless they present a written request for postponement to the Director of Admissions and Student Affairs.

A student wishing to leave school for a short period of time and resume studies at a later date should file a leave of absence request with the Associate Dean for Curricular Affairs. A student who wishes to withdraw from school for personal reasons for a period of longer than one year should also confer with the Associate Dean for Curricular Affairs and file a written statement of withdrawal.

Transfer of Credit. Transfer of credit from theological schools accredited by the Association of Theological Schools is allowed by the Divinity School. Credit from another institution will normally be limited to one-third and may not exceed one-half of the total number of credits required for graduation by the Divinity School. In each case a letter of honorable dismissal from the school from which transfer is made is required along with a transcript of academic credits. Applicants for transfer into a degree program are evaluated on the same basis as other applicants.

Conduct of Students

Duke University expects and will require of all its students continuing loyal cooperation in developing and maintaining high standards of scholarship and conduct. The University wishes to emphasize its policy that all students are subject to the rules and regulations of the University currently in effect or which are put into effect from time to time by the appropriate authorities of the University. Any student, in accepting admission, indicates willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations or for conduct adjudged unsatisfactory or detrimental to the University.

The Divinity School expects its students to participate in a communally shared concern for growth in life appropriate to Christian faith and to the dignity of their calling.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of race, color, national or ethnic origin, or sex, in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students.



Community Life



Corporate Worship

One of the most important aspects of a program of training for Christian life is a vigorous, inspiring, and varied program of participation in corporate worship. This corporate life of the Divinity School is centered in York Chapel where chapel services are held weekly. These services are led by members of the faculty, members of the student body, and guests. Services are voluntary but have been and will continue to be sources of inspiration and strength to the members of the community.

Living Accommodations

Residence Hall Accommodations. The Graduate Center, located near the Duke Medical Center, houses graduate and professional school students and undergraduate women. All assignments of graduate students are made on a first-apply, first-assigned basis.

The limited number of single rooms, located in the men's section, are usually reserved by previous occupants for the following academic year. Other rooms are equipped with the following for each student: bed with innerspring mattress, chest with mirror, desk with chair, and book shelving.

Town House Apartments. Duke University operates Town House Apartments primarily for graduate and professional school students. Others may be housed if vacancies exist. The setting of these apartments provides single graduate students a comfortable, home-like atmosphere free of all aspects of living inherent to residence halls. Sixteen of the thirty-two air-conditioned apartments are equipped for two students, while the remaining sixteen units are equipped for three students.

Central Campus Apartments. Duke University operates a new 500-unit housing facility known as Central Campus Apartments. Completed in mid-1975, the complex provides basic housing for married graduate students, and single

and married students in non-degree allied health programs. Assignments are made on a first-apply, first-assigned basis.

For single students one-bedroom and two-bedroom apartments are fully furnished. The apartments for married students include a few efficiencies and a number of one-, two-, and three-bedroom units in which the kitchen, living room, and first bedroom are basically furnished. These apartments are equipped in such a way as to provide economy and convenience to eligible married students while allowing for individuality.

Off-Campus Housing. The Department of Housing Management maintains lists of rental apartments, rooms, and houses provided by Durham property owners or real estate agents who will agree not to discriminate in the rental property because of race, sex, creed, or nationality of a prospective tenant. These lists are available in the Central Campus office. Off-campus rental properties are not inspected or approved, nor does the University or its agents negotiate with owners for students, faculty, or staff.

Application Procedures. When students are informed of their acceptance to the Divinity School, they will also receive a form on which to indicate their preference for University housing. This form should be returned to the Divinity School, where it will be forwarded to the Department of Housing Management. Detailed information on the types of accommodations, and application forms, will be forwarded to the accepted student. However, if additional information is desired prior to a student's acceptance, please write to the Department of Housing Management, Duke University, Durham, North Carolina 27706.

Food Services. Food service on both East and West Campus is readily available. The dining facilities on the West Campus include a cafeteria with multiple-choice menus, a service area which includes cafeteria counters as well as a grill, and a table serving dining room, The Oak Room, where full meals and a la carte items are served. The Cambridge Inn, a self-service snack bar, is open throughout the day and evening. The Graduate Center has a public cafeteria and a Coffee Lounge which is open until midnight.

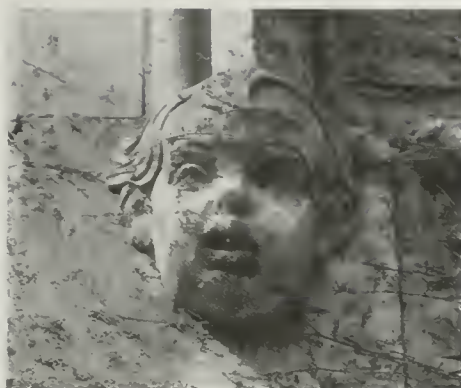
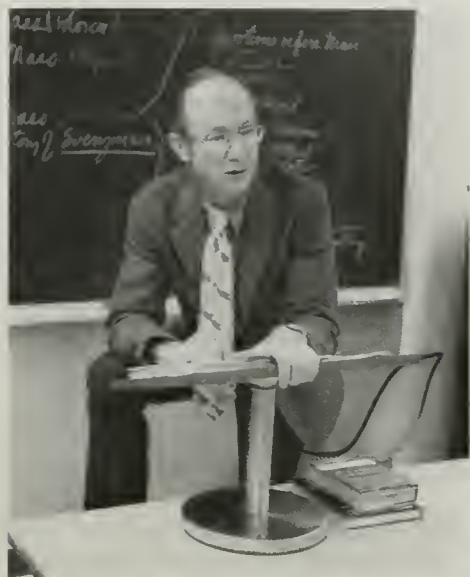
Student Health

One of the prerequisites for gaining the most from the University experience is a sense of well-being. The aim of the University Health Service is to provide medical care and health advice necessary to help the student enjoy being a part of the University community. To serve this purpose, both the University Health Service Clinic and the University Infirmary are available for student health care needs.

The main components of the Health Service include the University Health Services Clinic, located in the Pickens Building on West Campus, and the University Infirmary on the East Campus. Emergency transportation, if required, can be obtained from the Duke Campus Police. Residential staff personnel should be consulted whenever possible for assistance in obtaining emergency treatment.

The facilities of the University Health Service Clinic are available during both regular and summer sessions to all currently enrolled full-time students. The facilities of the University Infirmary are available during the regular sessions from the opening of the University in the fall until graduation day in the spring to all currently enrolled full-time students.

The University Health Program is currently being evaluated in terms of costs and coverage; therefore, beginning with the 1976-77 academic year a separate fee for this service may have to be assessed.



Since the Student Health Program does not cover students while away from the Duke campus, it is imperative that student pastors and assistant pastors (winter and/or summer) who are subjected to the hazards of highway travel with great frequency, secure complementary health and accident insurance for the full twelve-month period. Students whose course load entitles them to full coverage under the Student Health Program are eligible to secure a complementary insurance policy through the University which provides protection for the entire calendar year. Costs and details of the complementary policy are available from the Director of Admissions and Student Affairs. At the time of registration, a student *must* enroll in this complementary insurance program or sign a waiver of liability statement regarding health care and claims. Students in internship programs carrying less than two courses in any given semester are strongly encouraged to apply for this insurance. Foreign students are required to hold this or another acceptable policy.

The University has made arrangements for a student Accident and Sickness Insurance Plan to cover all full-time students for a twelve-month period. For additional fees a student may obtain coverage for a spouse or spouse and child. Although participation in this program is voluntary, the University expects all

graduate students to be financially responsible for medical expenses above those covered by the University Student Health Program through the University Accident and Sickness Policy, a private policy, or personal financial resources. Students who have equivalent medical insurance or wish to accept the financial responsibility for any medical expense may elect not to take the Duke Plan by signing a statement to this effect. Each full-time student in residence must purchase this student health insurance or indicate the alternative arrangement. The Student Accident and Sickness Insurance Policy provides protection twenty-four hours per day during the full twelve-month term of the policy for each student insured. Students are covered on and off campus, at home, or while traveling between home and school and during interim vacation periods. Term of the policy is from opening day in the fall. Coverage and services are subject to change each year as deemed necessary by the University in terms of costs and usage.

Married students are expected to be financially responsible for their dependents, providing for hospital, medical, and surgical care, since their dependents are not covered at any time by Student Health.

The resources of the Duke University Medical Center are available to all Duke students and their spouses and children. Charges for any and all services received from the Medical Center are the responsibility of the student as are the charges for services received from physicians and hospitals not associated with Duke University.

The Student Mental Health Service, located in the Pickens Rehabilitation Building, is under the direction of Dr. W. J. Kenneth Rockwell. Evaluations and counseling and/or treatment for matters ranging from ordinary growth and development to the most serious emotional and personal problems are available.

Motor Vehicles

Each student possessing or maintaining a motor vehicle at Duke University must register it at the beginning of the academic year in the Security Office at 2010 Campus Drive. If a student acquires a motor vehicle and maintains it at Duke University after academic registration, he must register it within five calendar days after operation on the campuses begins. Resident students are required to pay an annual fee of \$20 for each motor vehicle or \$10 for each two-wheeled motor vehicle. Students first registering after January 1 are required to pay \$14 for a motor vehicle or \$7 for a two-wheeled motor vehicle.

At the time of registration of a motor vehicle, the following documents must be presented: the state vehicle registration certificate, a valid driver's license, and satisfactory evidence of automobile liability insurance coverage with limits of at least \$10,000 per person and \$20,000 per accident for personal injuries, and \$5,000 for property damage, as required by the North Carolina Motor Vehicle Law.

If a motor vehicle or a two-wheeled motor vehicle is removed from the campus permanently and the decal is returned to the Traffic Office prior to January 1, there will be a refund of \$10 for a motor vehicle and \$5 for a two-wheeled motor vehicle.

Student Activities and Organizations

In the absence of common living and dining accommodations, community life in the Divinity School centers around a number of organizations and activities. The richness of life prevents more than a very selective listing of activities and organizations.

A primary center for community is a morning chapel service held every Tuesday, Wednesday, and Thursday in York Chapel while school is in session. Faculty and students share joint responsibility for these services.

A number of students find both intimacy and fellowship in one of several informal sharing groups whose major purpose is to provide students with opportunities to express and share personal, professional, and spiritual developments with each other in weekly meetings on the campus and at home.

The Community Life Committee of the Student Representative Assembly annually plans at least six community-wide events for students and faculty. Weekend retreats present students with an opportunity to become better acquainted with each other and with faculty, and to explore matters of personal, professional, or spiritual concern. Dialogues on ministry occurring through the year help introduce students to practicing ministers and their personal, professional, and spiritual struggles and growth.

The Student Association. The officers of the Student Association are elected and serve as an executive committee for conduct of the business of the Representative Assembly.

The purpose of the Association is to channel the interests and concerns of Divinity School students to the following ends:

1. to provide student programs and activities;
2. to represent students to the faculty and administration;
3. to represent students with other Duke University organizations; and
4. to represent students in extra-University affairs.

Divinity School Choir. A student organization of long standing is the Divinity School Choir. Membership is open to all qualified students. The choir sings regularly for chapel and at special seasonal programs and services. New members are chosen by informal auditions which are arranged for all who are interested.

Divinity Wives. Divinity Wives is an organization of wives in the Divinity School which offers opportunities for sharing interests and concerns. The Wives' program, which includes a variety of speakers, small interest groups, and special projects, seeks to encourage and provide ways for wives to become a more integral part of the Divinity School community. Some activities are planned annually to include husbands and families. Faculty wives are also invited to attend Wives meetings.

The Black Seminarians' Union is an organization of Black students whose major purpose is to insure the development of a theological perspective commensurate with the Gospel of Jesus Christ and relevant to the needs of Black seminarians and the Black Church, to improve the quality of life academically, spiritually, politically, and socially in the Divinity School.

The Student Pastors' Association provides students actively serving their denominations in an ordained or lay capacity to meet, to share, to plan, and to act on their common needs and concerns as those serving the Church as senior and associate pastors while in school.

Women's Office. The Women's Office seeks to serve the entire Divinity School community through a focus on the special needs and contributions of women in ministry in and to the Church and society today. The Office, coordinated by a Divinity woman student, is a resource center for the whole community in addition to a support and action center for women in particular.



Financial Information



Fees and Expenses

Estimated Living Expenses. The total cost for a student to attend the Duke Divinity School varies according to individual tastes and requirements; however, experience indicates that a single student may expect to spend a minimum of \$4,000 per year with an average of \$4,500, and a married couple may expect to spend a minimum of \$6,800.

Housing Fees. The charge for each person in a double room for the academic year is \$520 in the Graduate Center. Single rooms are reserved for returning students.

The residential fee for Town House Apartments is \$650 and the fee for Duke Modular Homes is \$750. These rates are per person per academic year on the basis of three students to an apartment. Utility charges are not included in these fees. Cost of utilities, except water, will be shared by occupants in these apartments.

Housing fees are subject to change prior to the 1976-77 academic year. A \$50 deposit is required on all reservations.

Rates for Central Campus Apartments will be quoted to applying students upon request to the Manager of Apartments and Property. Refunds on housing fees will be made in accordance with the University's established schedules.

Master of Divinity and Master of Religious Education Candidates. The table below lists basic minimum expenditures. In addition to the fees cited here, there is an admission fee of \$30 which is applied to the first term bill and a room deposit of \$50. See relevant sections on Admissions and Housing for full details.

	<i>Per Semester</i>	<i>Per Year</i>
Tuition—M.Div. and M.R.E.	\$900	\$1,800
Approximate Cost of Meals	400	800
Room (double) Graduate Center	260	520

Tuition will be charged at the rate of \$225 per course. The figures shown are for a program carrying eight courses per year. Students will be charged for additional hours of course enrollment, but in no case will the total tuition charge for the six semesters (four semesters or two academic years in the case of the M.R.E. degree program) cumulatively exceed the total of three academic years of study at the current tuition rate.

Master of Theology Candidates. A student who is a candidate for the Th.M. degree will be liable for tuition on the basis of eight courses at the rate of \$225 per course. All other costs and regulations for the Th.M. degree are the same as those for the M.Div. and M.R.E. degrees.

Special Student. A special student is one who is enrolled for academic credit, but who is not a candidate for a degree at that time. The tuition will be charged on a course basis. Other costs and regulations are the same as those for the M.Div. and M.R.E. candidates. No financial aid is available.

Audit Fee. Anyone seeking to audit a course in the Divinity School must, with the consent of the instructor concerned, secure permission from the Associate Dean's office. In accordance with the general University practice, a fee of \$40 per course will be charged all auditors who are not enrolled students.

Athletic Fee. Divinity School students may secure admission to all regularly scheduled University athletic contests held on the University grounds during the entire academic year by payment of the athletic fee of \$25 per year, plus any federal tax that may be imposed. The fee is payable in the fall semester.

Payment and Penalty. The tuition is due and payable not later than the day of registration for that semester. In unusual circumstances, a student may secure permission of the Dean to delay registration, provided it is not beyond the first week of classes and the student pays the \$25 late registration fee. No student is admitted to classes until arrangements are made with the Bursar of the University for the settlement of fees.

Tuition refund will be made according to the following schedule: before the beginning of classes: full refund; during the first or second week of classes: 80 percent; during the third to fifth weeks: 60 percent; during the sixth week: 20 percent; no refunds after the sixth week. Tuition or other charges paid from grants or loans will be restored to those funds, not refunded or carried forward.

Debts. No records are released and no student is considered by the faculty as a candidate for graduation until he has settled with the Bursar for all indebtedness.

Motor Vehicle Registration Fee. There is a \$20 registration fee for all automobiles (\$10 for two-wheeled motor vehicles) used on campus. For specifics see the chapter on Community Life.

Student Financial Aid

A student should select a school on the basis of educational opportunity. At the same time financial consideration will be a legitimate and often pressing concern. Each student should formulate at least a tentative plan for financing the entire seminary education. Although the exact method of financing the full theological degree may not be assured at the beginning, a student should have a clear understanding of the expenses and available sources of income for the first year and the assurance that there exist ways of financing subsequent years.

The Committee on Financial Aid will counsel the student concerning financial needs and possible resources. There is constant review of available resources in order to assist the greatest number of students. However, the basic financial responsibility belongs to the student who is expected to rely upon personal and family resources and earning and borrowing power. Other resources may include the student's church, civic groups, foundations, and resources of the school which may include grants, loans, field work grants, and employment. It is the goal of the Financial Aid Office to assist each student in



planning a financial program so that as little indebtedness as possible will be incurred.

The total amount available through the Divinity School is limited. Further, the conditions set forth by the individual or institutional donors determine the circumstances under which the grants can be made. Almost without exception the donors require ecclesiastical endorsement and/or declaration of ministerial vocational aim.

The principles regarding the disbursement of financial aid are as follows:

1. Financial aid is recommended on the basis of demonstrated need. All students must file an application which substantiates needs and provides full information on potential resources. This is essential in order to make Divinity School funds available to the greatest number of students.

2. The total amount of financial aid available to any one student cannot exceed the average demonstrated need.

3. Grants will be made within the limits of the conditions set forth governing each source.

4. The conditions at the beginning of the academic year determining financial needs shall be the governing criteria for the year. Financial Aid programs are set up on a yearly basis, except for those students who may enter the second semester and/or those few whose status may change.

5. Financial Aid grants are made on a one-year basis. The assistance may consist of scholarships, loans, tuition grants, grants-in-aid, field education grants, and employment, which may be worked out in various combinations on a yearly basis. A new application must be filed each year.

6. Application for financial aid may be made by entering students at time of admission or currently enrolled students in the spring. Notification will be given after Committee approval. Student pastors serving United Methodist Churches can be notified after the pastoral charge and Annual Conference determine salary schedules.

7. Ordinarily financial aid is not available beyond six semesters (eight for pastors on reduced load).

Financial Resources

Personal. In order that both the Church and the Divinity School may be able to extend the use of their limited funds to as many students as possible, a student who desires a theological education should be willing to defray insofar as possible the cost of such an education. Resources may include savings, earnings, and gifts, support or loans, and if married, earnings of spouse. In calculating anticipated income, the student first considers personal resources.

Church. Many local churches and conferences or other governing bodies provide gifts and grants for theological education, such as Ministerial Education Funds which provide grants and/or service loans to theological students. The student makes application to the home church, Annual Conference, Presbytery, or other governing body. The Financial Aid Office cooperates with these church agencies in making recommendations and in handling the funds. *United Methodist students and others must be under the care of the appropriate church body to be eligible for church support.* The school cannot compensate for a student's indisposition to receive church funds when such are available on application through the Annual Conference Ministerial Education Fund or other agencies.

The Divinity School, as a member school of the Association of United Methodist Theological Schools, takes cognizance of and subscribes to recommended policy and practice regarding the administration of United Methodist Church funds for student financial aid as adopted by the Association, June 15, 1970, and as bearing upon tuition grants, as follows:

"Resources for tuition grants, scholarships or the like are primarily available to students with declared vocational aims leading to ordination or recognized lay ministries and supported by commendation or endorsement of appropriate church representatives. At the same time, we believe that consideration for a tuition grant may be accorded to students who adequately indicate conscientious concern to explore, through seminary studies, a recognized church-related vocation. Finally, it is our judgment that, where the above mentioned conditions are deemed to be absent respecting a candidate for admission, the decision to admit such a candidate should be without the assurance of any tuition subsidy deriving from church funds." (AUMTS Minutes, June 15, 1970.)

Divinity School Scholarships. A limited number of scholarships are available to encourage qualified students to pursue their preparation for the Christian ministry. Such students ordinarily will not be eligible for remunerative employment during the academic year. When a student holding a scholarship is permitted to engage in remunerative employment, it is understood that adjustments may be made in the total scholarship and financial aid program for that student.

Junior Scholarships. Junior scholarships are available to a limited number of entering students of the junior year who are candidates for the Master of Divinity degree, and are awarded on the basis of academic record and promise of usefulness in Christian ministry. These scholarships are for the amount of up to \$1000 depending upon demonstrated need. Tuition grants in varying amounts are also available up to full tuition if demonstrated need warrants. Further, if the student applies for the Summer Endowment and Field Education Program, placement may be anticipated. Junior Scholarships are not renewable.

National United Methodist Scholarships. The General Board of Education of the United Methodist Church makes available two \$750 scholarships to rising middlers who have made outstanding records in the first year class. The Department of the Ministry offers these scholarships to students preparing for the parish ministry.

Middler Scholarships. Middler Scholarships of up to \$750 are made available to rising middlers on the basis of academic attainment, character, and promise for the Christian ministry. The exact amount of the scholarship is dependent upon demonstrated need of the student.

Senior Scholarships. Two Rowe Scholarships for seniors and a limited number of additional Senior Scholarships in amounts of up to \$750, depending on demonstrated need, are awarded to rising seniors who have achieved academic excellence and who give unusual promise of service in the Christian ministry.

Foreign Student Scholarships. In cooperation with the Crusade Scholarship Committee of The United Methodist Church and other authorized church agencies, students are selected and admitted to courses of study. Scholarships for such students are provided from the Lewis Clarence Kerner Scholarship Fund and from individual churches and private philanthropy.

Tuition Grants. These are available in amounts commensurate with demonstrated need as adjudged by the Committee on Scholarships and Financial Aid. Entering students may apply, on notice of admission, by submitting the Financial Aid Inventory to the Office of Financial Aid. Enrolled students may apply by annual renewal of their Financial Aid Inventory. Because of the purpose and attendant educational objectives of the school, resources for tuition grants are primarily available to students with declared ministerial aims or those wishing to explore a ministerial vocation leading to ordination or recognized lay ministries.

Field Education Grants. Varying amounts are made available through the Divinity School to students who choose to participate in the Field Education Program. The Offices of Field Education and Financial Aid work together in determining placement and grant amount. This program includes the summer assistants, winter assistants, and student pastors. See full description under the section on Field Education.

Loans. Loan funds held in trust by the University, as well as United Methodist Student Loans and funds supplied by the federal government, through the National Defense Education Act of 1958, are available to qualified students. The application must be submitted by July 1.

Unless otherwise indicated, all correspondence concerning financial aid should be directed to: Financial Aid Office, The Divinity School, Duke University, Durham, N. C. 27706.

Employment. Students or spouses desiring employment with the University should apply to the Director of Personnel, Duke University. Students or spouses make their own arrangements for employment either in the city of Durham or on campus.

Financial Aid Resources

Certain special funds have been established, the income from which is used to provide financial aid through scholarships and Field Education Grants for students wishing to secure training in preparation for Christian ministry. The resources listed below include endowed funds and sources of annual contributions.

R. Ernest Atkinson Legacy. This legacy was established in 1952 under the will of the Reverend R. Ernest Atkinson, Trinity College Class of 1917, Richmond, Virginia.

Fred W. Bradshaw Fund. This fund was established by Fred W. Bradshaw of Charlotte, North Carolina, to be utilized for the enrichment of the educational program of the Divinity School, especially to support distinguished visiting scholars and outstanding students.

Emma McAfee Cannon Scholarship. This scholarship was established in 1969 by Bishop William R. Cannon in memory of his mother, Emma McAfee Cannon, and is designated to assist students from the North Carolina Annual Conference of the United Methodist Church who are studying for the pastoral ministry and planning to spend that ministry in the North Carolina Conference.

E. M. Cole Fund. This fund was established in 1920 by Eugene M. Cole, a United Methodist layman of Charlotte, North Carolina.

Dickson Foundation Awards. These awards were established by the Dickson Foundation of Mount Holly, North Carolina, to provide assistance to students who demonstrate financial need and superior ability. Preference is given to children of employees of American and Efird Mills and its subsidiaries, to residents of Gaston, Caldwell, and Catawba Counties, and to North Carolinians.

The Duke Endowment. Among the beneficiaries of the Duke Endowment, established in 1924, are the rural United Methodist churches of the two North Carolina Conferences. Under the Maintenance and Operation Program, Field Education Grants are available for Duke Divinity School students to serve in rural United Methodist churches under the Endowment and Field Education Program.

N. Edward Edgerton Fund. This fund was established in 1939 by N. Edward Edgerton, Trinity College Class of 1921, of Raleigh, North Carolina.

George D. Finch Scholarship Fund. This fund was established in 1972 by George David Finch, Trinity College Class of 1924, of Thomasville, North Carolina.

James A. Gray Fund. In 1974 James A. Gray of Winston-Salem, North Carolina, presented this fund to the Divinity School for use in expanding and maintaining its educational services.

P. Huber Hanes Scholarship. This scholarship was established by the late P. Huber Hanes of Winston-Salem, North Carolina, Trinity College Class of 1900, as a scholarship fund for Duke University, a portion of which is used to provide financial assistance for Divinity School students.

Richard R. Hanner, Jr. Scholarship. This scholarship was established in 1973 by friends of the late Richard R. Hanner, Jr., Trinity College Class of 1953, to support advanced work in Christian education.

Franklin Simpson Hickman Memorial Fund. This fund was established in 1966 by Mrs. Veva Castell Hickman as a memorial fund in memory of her husband, who served as Professor of the Psychology of Religion, the Dean of the Chapel of Duke University, and the first Preacher to the University. The income of the fund will support a regular visiting lecturer in preaching and financial aid to students who wish to specialize in the psychology of religion.

George M. Ivey Scholarship Fund. This fund was established in 1948 by a gift of George M. Ivey, Trinity College Class of 1920, of Charlotte, North Carolina.

Charles E. Jordan Scholarship Fund. This fund was established in 1969 by the family of Charles E. Jordan, former Vice President of Duke University.

Lewis Clarence Kerner Scholarship. This fund was established in 1959 by Beatrice Kerner Reavis of Henderson, North Carolina, in memory of her brother and designated for the assistance of native or foreign-born students preparing for service in world Christian mission.

Laurinburg Christian Education Fund. This fund was established in 1948 by members of the First United Methodist Church, Laurinburg, North Carolina.

Myers Park Scholarship Fund. This fund was established in 1948 by members of the Myers Park United Methodist Church, Charlotte, North Carolina.

W. R. Odell Scholarship. This scholarship was established in 1946 by the Forest Hills United Methodist Church, Concord, North Carolina.

Gilbert T. Rowe Memorial Scholarship Fund. This fund was established in 1960 through the generosity of Divinity School alumni and friends of the late Professor of Systematic Theology.

Elbert Russell Scholarship. This scholarship was established in 1942 by the Alumni Association of the Divinity School in honor of the late Dean of the Divinity School and Professor of Biblical Theology.

Earl McCrary Thompson Scholarship. This scholarship was established in 1974 in honor of the late Earl McCrary Thompson, Trinity College Class of 1919.

Hersey E. Spence Scholarship. This scholarship was established in 1947 by the Steele Street United Methodist Church of Sanford, North Carolina, in honor of their former pastor and late professor in the Divinity School.

The United Methodist Church. The United Methodist Church makes a substantial contribution to the Divinity School by designating a percentage of its Ministerial Education Fund and World Service Offerings for theological education.

The general Board of Education makes available annually two National United Methodist Scholarships having a cash value of \$750 each.

The Divinity School Fellowship. This fellowship was established by a group of interested laypersons who provide support for students with demonstrated need.

Dempster Graduate Fellowships. The United Methodist Board of Education offers two fellowships each year for graduates of United Methodist theological schools who are engaged in programs of study leading to the Ph.D. degree in Religion. A number of Divinity School graduates have held these fellowships.



Field Education



A Ministerial Development Program

Field education is designed to develop ministerial competency in Divinity students by placing them in situations where they can bring their theological concepts to bear upon the problems and dilemmas of real life; where they can develop skill in ministerial functions; where they can bring the perceptions of personal experience to bear on their reflective studies; and where these perceptions may be integrated into the student's life and expressed in effective ministry behavior.

As the clinical dimension of theological education, field learning is designed to: (1) help the student develop his own vocational self-identity as a minister by providing situational experimentation with a variety of ministry tasks; (2) provide a ground for the testing and reconstruction of theological, psychological, and sociological concepts; (3) develop the ability to do critical and reflective thinking by relating theory to experience; (4) help the student formulate and experimentally refine his own unique ministry skills to achieve an acceptable level of professional competence; (5) integrate academic studies, experiential discovery, and reflective insights into a personal spiritual foundation that produces a confident and effective ministry.

A field context has built into it such specific learning components as: student-made learning contracts, field supervision and learning guidance, reflection groups, peer groups, investigation-research projects, seminars, integrative tutorials, directed readings, and evaluation processes. These elements constitute the academic discipline that connects experience into meaningful learning and provides the basis for legitimate ministerial growth.

Field Education Credit Requirements

In an appropriate effort to sustain the learning focus of field education, the faculty has approved the following credit requirement plan. Two units of approved Field Education Placement are required for graduation certification in the Master of Divinity degree program. A unit is defined by one term placement, either a summer term of ten weeks or a winter term of thirty weeks at 16 hours per week. To be approved, the field placement must have qualified and sustained supervision, adequate ministry tasks capable of producing genuine learning, effective evaluation, and a concurrent seminar.



The seminar required for each unit of credit will include the use of core material prepared by the student and critical reflection upon the nature and task of ministry as it is experienced in a current field context. Seminars will be led by faculty and practicing ministers. The field seminars must be taken in a sequential pattern: FE I, Ministerial Development Seminar, must be prerequisite to FE II, Ministerial Practice Seminar. Students must be enrolled, have full time status, and currently be engaged in course work to be eligible for credited field seminars.

To qualify for credit the student must preregister for the approved placement, develop and complete a learning contract with acceptable quality of work, cooperate with the supervisor, participate in the assigned seminar, and prepare an evaluation of the experience. Evaluation and grading will be done by the field supervisor, student, and seminar leader, utilizing self-assessment, a rating scale, and a written report.

Additional ministerial certification is associated with various course offerings and practicum projects listed in the section on courses of instruction. These particular credits are independent of the required Field Education Unit and may not be substituted for it.

Field Settings for Ministry Development

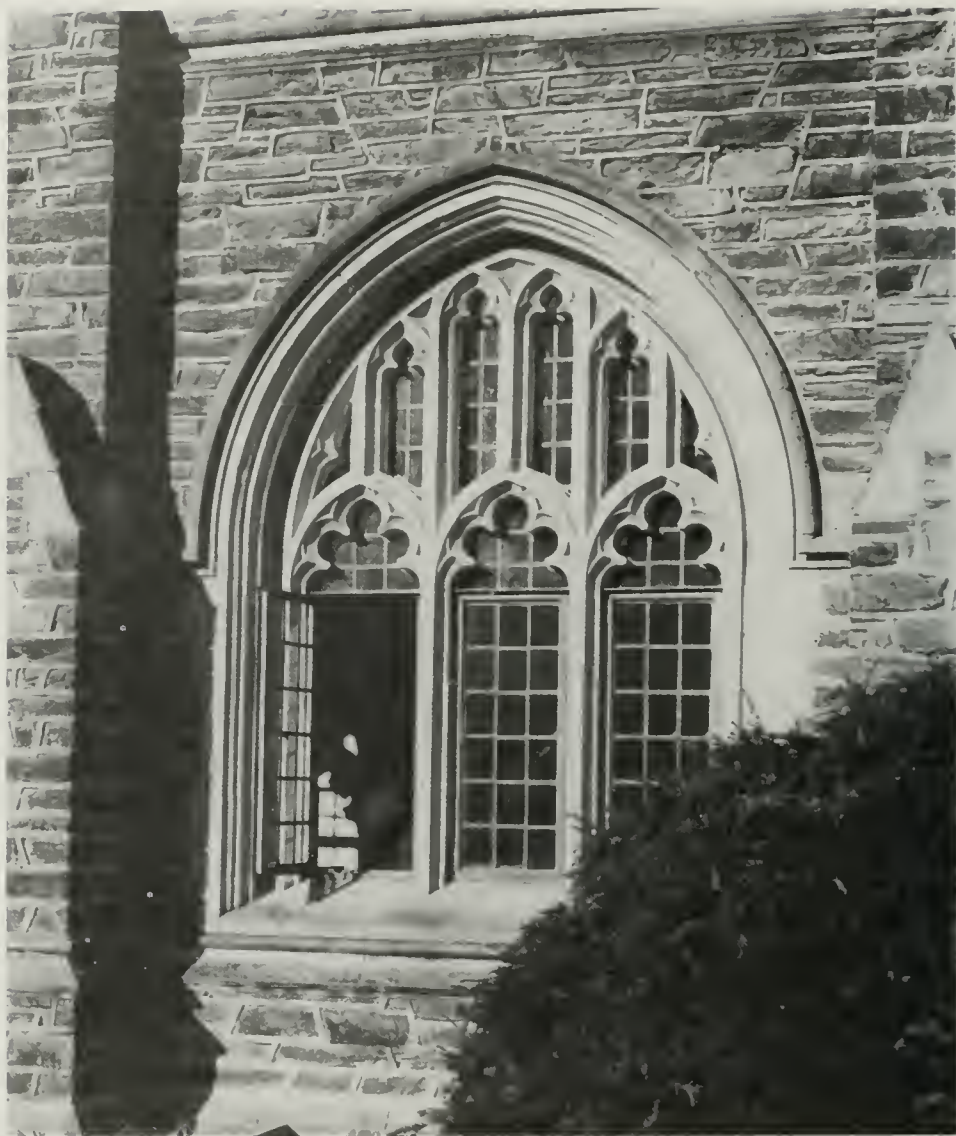
Field placements are usually made in settings that have been developed and approved by the Divinity School. They contain opportunities for ministerial service under supervision, pastoral identity, and evaluation.

A wide variety of ministry settings is available for varying student interests: parish settings include rural, suburban, central urban, cluster groups, larger parish patterns, staff team ministries; social agency settings include a settlement house, Crisis Center, Women-in-Action, rest homes, social services center, mental health clinics; institutional settings include hospitals, mental health institutions, prisons, youth rehabilitation centers, mental retardation center, retirement homes, and government agencies; campus ministry settings include positions on the campus of a variety of schools; resort ministries in the summer term, and youth camps.



Internship Program

An internship assignment embraces both a full-time salaried position and a learning commitment in a single context over a period of time ranging from four to twelve months. These assignments are designed to engage the student in considerable depth in particular ministry skills in a setting relevant to the vocational area of interest. They must encompass an advanced level of specialized field experience which is more complex and extensive in its serving and learning potential than the basic field education program short-term placement. The internship may be individually designed to meet the needs and interests of the student, provided that the plan includes a student learning contract, an agency service contract, approved supervisory standards, an investigation-research project acceptable to the assigned faculty adviser, and participation in either a colleague group or seminar. When these components are satisfactorily met and the evaluation reports are filed, credit for up to 6 semester hours (two courses) may be assigned for the internship. No additional academic credit may be accumulated during the internship year. Grading for the 6 semester hours will be on a pass/fail basis.



Internship settings may be student initiated or negotiated by the School. In either case an agency contract covering all agreements must be made and filed with the Director of Field Education. Types of settings occasionally available for internship placement include: campus ministry and college chaplaincy positions; parish ministry positions—such as associate pastor, parish director of education; social agency and institutional positions; a World Mission Internship of one to three years of national or overseas service; and occasional governmental positions. Other internships in the church or in specialized ministries in the secular world may be planned in consultation with the Director of Field Education.

To be eligible to register for an internship, the students must have completed at least two full years of their seminary curriculum and be registered as a student in good standing in the Divinity School. Application forms and processing for internships will be done through the Office of Field Education.

Students Serving As Pastors

Students frequently serve as pastors of churches, or part-time associates, during the period of their study in the Divinity School. These appointments are made by the appropriate denominational official or body. The Divinity School recognizes this arrangement and recommends that the student should consult with the Director of Field Education, as agent of the Dean, before accepting an appointment as pastor or associate pastor. In some cases this is required before grants can be approved.

The Field Education Office cannot make these appointments. This is within the jurisdiction of denominational authorities, and students should initiate their own arrangements. The Field Education Office, however, will provide current information concerning pastoral appointments open to students and will send references upon request to ecclesiastical officials. Salaries and other forms of remuneration for this pastoral service must be reported to the Financial Aid Secretary of the Divinity School when application is made for financial aid from the school.

Students who serve in these capacities ordinarily may enroll in not less than two or more than three courses per semester, thus requiring, in most cases, four academic years to complete the Master of Divinity degree. Relaxation of this regulation requires the permission (on the appropriate form) of the supervising church official, the Director of Field Education, and the Associate Dean for Curricular Affairs. Further, students whose residence is located more than fifty miles from the campus, will be required to live on campus during the academic week. Any departure from this requirement must be negotiated with the Director of Field Education.

In keeping with the School's goal to develop professional competence in ministry, students should use their pastoral appointment as a learning context for field education programs initiated by the School. Special seminars and reflection groups may be arranged in consultation with students to advance their professional growth and performance. For particular field learning projects, a supervisor may be assigned to guide the pastor's learning activity in his parish. Periodic evaluation will be expected from both supervisors and pastors. The required field education units may be done in the pastor's parish, if all the conditions outlined for credit are met, and all reports are completed and filed at the appropriate time.

Field Education Seminars

The two professional ministry units of credit required for the Master of Divinity degree may be earned by field placement and concurrent participation in the seminars listed below. FE I is prerequisite to FE II.

FE I. Ministerial Development Seminar. Through the use of case material, critical reflection upon the nature and task of ministry as experienced in a field context with special emphasis upon vocational development and ministerial role. Two hours a week. *Faculty or Staff Leadership.*

FE II. Ministerial Practice Seminar. Case studies to develop competence in church administration, preaching and worship, pastoral care and counseling, and religious nurture and teaching. Two hours a week. *Faculty, Staff, and Professional Ministerial Leadership.*

Registration for these seminars should be done through the Registrar's Office at the normal registration time. Credit forms should be secured from the Field Education office. Since no semester hour credit values are assigned to these seminars, there will be no tuition charge for them.



Program Information



Degree Programs

The academic work of the Divinity School embraces three degree programs. These are: the Master of Divinity degree (M.Div.) ordinarily of three academic years; a one-year program beyond the basic degree, the Master of Theology (Th.M.); and a third program of two academic years leading to the degree of Master of Religious Education (M.R.E.). All are graduate-professional degrees. Admission to candidacy for any of these three degrees presupposes the completion of the A.B. or its equivalent. A joint program described below, normally requiring four years, leads to the degrees of Master of Divinity and Master of Arts in Public Policy Sciences.

Students preparing for ordination to the Christian ministry and requiring appropriate graduate-professional education will enroll for the Master of Divinity degree. Students whose acquired academic standing, under this basic degree program, entitles them to further specialized study may advance their command of selected theological disciplines by applying for an additional year of studies leading to the Master of Theology degree. Together, these two degree programs constitute a sequence. Although the Master of Divinity degree fulfills requirements for ordination by prevailing ecclesiastical standards, the Th.M. program may assist in assuring a larger measure of professional preparation. Application for admission to the Th.M. program is open to graduates of other schools who have completed the basic theological degree.

The Master of Religious Education degree program is designed to prepare qualified persons, ordinarily not seeking ordination, for a ministry of Christian education in local churches or other organizations. The course of study is arranged to provide grounding in Biblical, historical, and theological disciplines as essential background for instruction in and exercise of professional competence in curricular planning, teaching methods, and supervision of educational programs for various age groups.

The specific requirements for each of these degrees are found in the succeeding pages. It is evident that completed course work cannot be credited toward more than one degree. Reciprocal transfer of credit for course work taken under either the M.Div. or the M.R.E. program requires the permission of the Associate Dean for Curricular Affairs.

Doctoral Studies Accredited by the Graduate School

The Divinity School provides a substantial body of course offerings at an advanced level in Biblical, historical, and systematic and contemporary theological disciplines that are accredited alike by the Graduate School and the faculty of the Divinity School, and lead to the Doctor of Philosophy degree. Sharing responsibility with the University Department of Religion for staffing and curricular provision of this course of study, the Divinity School is the principal contributor to the program of graduate studies in religion. However, since the Ph.D. in religion is certified and awarded under the Graduate School, the doctoral student's admission and matriculation are administered under that division of Duke University.

With few exceptions, most courses in the *Bulletin of The Divinity School* carrying a 200 number or above and belonging to the fields noted above are applicable to doctoral programs of study. These courses are open to qualified M.Div., Th.M., or M.R.E. students by permission of the instructor.

Qualified persons who desire to pursue studies leading to the degrees of M.A. or Ph.D. in religion, under the administration of the Graduate School, are advised to apply to the Dean of that School. Inquiries concerning fellowships or specific requirements of the Program of Graduate Studies in Religion may be addressed to Professor D. Moody Smith, Jr., Director, 209 Divinity School.

The Basic Theological Degree—Master of Divinity

The faculty of the Divinity School constantly endeavors to review the curriculum as a whole and to tailor individual courses to meet the needs of a rapidly changing world. Major curricular revisions were instituted in 1948, 1959, and 1967. The curriculum is, therefore, not static but dynamic and is always subject to emendation by the faculty.

This degree program is structured to elicit a positive response to: (1) the challenge to provide an adequate professional education—education for ministry; (2) the needed variability of ministries in today's complex world; (3) the norms of university education; and (4) the Christian tradition.

Aims of the Curriculum. The aims of the basic degree program focus upon four goals, four areas of personal and curricular responsibility, four life-long tasks which should be strongly advanced during the seminary years.

1. *The Christian Tradition.* To acquire a basic understanding of the Biblical, historical, and theological heritage.

2. *Self-Understanding.* To progress in personal and professional maturity—personal identity, life style as an instrument of ministry, major drives, handling of conflict, resources, professional competency, and so forth. This is to be coupled with a sensitivity to the world in which we minister—its social forces, its power structures, its potential for humanization and dehumanization.

3. *Thinking Theologically.* To have the ability to reflect about major theological and social issues and to define current issues in theological terms and theological issues in contemporary secular terms.

4. *Ministering-in-Context.* To have the ability to conceptualize and participate effectively in some form of contemporary ministry.

Goals of such scope cannot be neatly programmed in any curriculum, and the degree of achievement (in seminary and beyond) will vary with individuals and their own motives and incentives.

The Basic Curriculum—General Description. Beginning with the 1976-1977 academic year, graduation requirements for the Master of Divinity degree con-

sist of satisfactory completion of twenty-four courses and two units of approved Field Education. Students who matriculated prior to September 1, 1976, are required to complete 75 semester hours of class credits and one unit of Field Education. The basic curriculum leading to the Master of Divinity degree provides for foundational courses in Biblical, historical, theological, and ministry studies, representative of the tradition and regarded as indispensable background for subsequent elective work and individual program information. These required courses total eight of the twenty-four courses necessary for graduation. They are Old Testament 11, New Testament 18, Church History 13 and 14, American Christianity 28, Christian Theology 32, Christian Ethics 33, and Black Church Studies 124. The opportunity of advanced standing adds further variability to the academic program, depending upon the nature and quality of the student's undergraduate academic work. Sixteen courses, two-thirds of the required total, are available for working out an individualized program of studies leading to specialized preparation in academic depth and for purposes of professional ministerial competence.

Required courses may be staffed by one or more professors and are planned to treat subject matter both in scope and depth at the graduate level.

Especially designed courses for entering students of the junior year in the area of Church and Ministry offer experience in group learning and are strongly recommended as introductory to various aspects of the work of the Church. These courses are Pastoral Psychology 70, Christian Theology 108, and The Care of the Parish 157 (see section on Courses of Instruction for descriptions of these courses). In addition, Field Education Seminars in conjunction with Field Education assignments offer valuable aid in relating ministry to societal contexts.

The formulation of the student's course of studies is guided by certain broad but normative recommendations for area distribution of courses and by the advice and counsel of appointed faculty advisers or authorized directors.

Students and advisers are directed to read diligently the paragraphs on elective studies and professional aims and distribution of elective studies of the section entitled Administration of the Curriculum.

All academic programs are subject to review and emendation by the Dean and the Associate Dean for Curricular Affairs for the fulfillment of the aims of the curriculum. The declared vocational and professional objective of the student is of central importance both to the student and to the faculty adviser in planning the student's comprehensive study program.

Six semesters of residential study are ordinarily required for the completion of the degree. With permission of the Associate Dean for Curricular Affairs certified nonresidential study, not exceeding the equivalent of eight courses, may be permitted to a candidate for the basic degree.

The normal academic load is four courses per semester. A student with demonstrated competence may, with the consent of his academic adviser and the Associate Dean for Curricular Affairs, enroll for an additional course in the middler and senior years. However, it is expressly noted here that the delimitation of the course load and the total credits requirement for graduation entitles both student and instructor to expectations of substantial student investment and accomplishment in individual courses. The emphasis of the curriculum is upon depth and competence rather than excessive scope.

General Features of the Basic Curriculum. The following is a brief summary of the basic curriculum:

1. Twenty-four courses and six or more semesters of residency are required for graduation.

2. Each student is required to complete two approved assignments in field education (with or without remuneration) under supervision. Such assignments might include an internship, a summer of full-time work, two semesters of part-time work, or involvement in church or community service. The essential criteria for graduation credits are that the amount and quality of supervision be approved by the Office of Field Education, and that the student be required to evaluate and correlate the experience directly.

3. A normal academic load is four courses with credit.

4. Professionally oriented courses for entering students are offered in the fall semester of the junior year in the area of Church and Ministry.

With the approval of the academic adviser, a student may register, preferably not in the same semester, for one or two units of independent study under faculty supervision and/or one or two courses of cognate studies of graduate standing in Duke University. Enrollment for cognate graduate courses outside the University, including studies abroad, must have the prior approval of the Associate Dean for Curricular Affairs.

THE CURRICULAR PARADIGM

Junior Year

Fall Semester

Old Testament 11 (or OT elective for advanced standing)
Church History 13 (or CH or HT elective for advanced standing)
Elective
Elective

Spring Semester

New Testament 18 (or NT elective for advanced standing)
Church History 14 (or CH or HT elective for advanced standing)
Elective
Elective

Middler Year

Fall Semester

Systematic Theology 32
American Christianity 28
Elective
Elective

Spring Semester

Christian Ethics Introduction 33
Black Church Studies 124
Elective
Elective

Senior Year

Fall Semester

Four elective courses (including CH 139 or 140 for United Methodist students)

Spring Semester

Four elective courses (including CP155-A for United Methodist students)

Administration of the Curriculum

General Regulations. The following regulations pertain to students enrolled in the regular curriculum:

1. Full-time students must enroll for the required courses of the curriculum or for alternative courses offered for advanced standing in the order provided by the master schedule of the curricular paradigm.

2. Students in programs leading to either the Master of Divinity or Master of Religious Education degree are required at the time of each registration period to plan their course of study with the consultation and approval of their assigned faculty advisers. Such programs are subject to the review and approval of the Committee on Academic Standing, the Dean, and the Associate Dean for Curricular Affairs.

3. Students in candidacy for the Master or Divinity degree who serve as full-time pastors for work more than fifteen hours per week in addition to their academic course work are advised that their programs will usually require a fourth academic year. Modification of this schedule requires the approval of the Associate Dean for Curricular Affairs on recommendation of the Director of Field Education.

a. Students with pastoral charges, or comparable extra-curricular responsibilities, ordinarily will enroll for not more than three courses.

b. Students who accept pastoral charges in their middler or senior years are required to have the prior approval of the Director of Field Education. Such students will be required to restrict their course work in accordance with regulation 3*a* stated above.

c. Modifications of these regulations will be scrupulously administered. Academic achievement, normally a *B* average, must be demonstrated before any modification of these requirements is allowed. Since adequate indication of the student's academic proficiency is not available before the completion of the first academic year, no modification of regulation 3*a* is possible for junior students.

d. Ordinarily a student may not commute more than fifty miles (one way). Students living farther away than this will be required to live on campus during the academic week.

4. Student Assistant Pastors (not pastors-in-charge) may enroll for a full academic load if they are not on probation, if they are under the supervision of the Director of Field Education, and if their field duties involve no more than fifteen hours per week.

5. A student in candidacy for the Master of Divinity or Master of Religious Education degree is expected to enroll for no less than three courses in any semester. Exceptions require approval of the Associate Dean for Curricular Affairs.

6. Study abroad, with transferable credit toward graduation, may be allowed for a candidate for the Master of Divinity degree by approval of the Associate Dean for Curricular Affairs. A strong academic record is a prerequisite. Ordinarily, permission for such study may be granted to students who have completed the work of the middler year. Both the institution abroad and a specific course of study proposed must have the prior approval of the Associate Dean for Curricular Affairs.

7. Transfer of credit to the Divinity School of Duke University, leading to candidacy for the degree of Master of Divinity, will normally be limited to one-third and may not exceed more than one-half of the academic credits (in proportional evaluation) required for fulfillment of degree candidacy (see chapter on Admission).

8. Auditing of courses is permitted on notice to the Associate Dean for Curricular Affairs and by permission of the faculty instructor concerned. Auditors who are not candidates for degrees are charged an audit fee.

9. Students in candidacy for a degree who secure minor employment outside the channels of the Office of Field Education are required to inform the Director of Field Education. Students carrying an outside employment work load of more than fifteen hours weekly will be required to limit their academic load.

10. Students may, with permission of their faculty advisers and the instructors involved, take one or two units of independent study. These independent study courses are ordinarily subjects at an advanced level which cover material not available in the regular curriculum. Students wishing to take more than two courses by independent study must have permission from the Associate Dean



for Curricular Affairs in consultation with the student's faculty adviser and the instructor who directs that independent study.

11. Ordinarily it is expected that the work for the Master of Divinity degree be completed in three academic years (four for students who are on probation, who serve as pastors, or who serve internship years). Extension of the student's work beyond six years from initial matriculation requires the approval of the faculty.

12. A student wishing to take a leave of absence for one or two semesters, and intending to return to a degree program in the Divinity School, should so notify the Associate Dean for Curricular Affairs in writing in advance. No leave of absence will be granted for more than one full academic year.

Students deciding to withdraw from the Divinity School, for whatever reason, should notify the Associate Dean for Curricular Affairs in writing prior to withdrawal. All students who have officially withdrawn or whose leave of absence extends beyond one academic year but who wish later to return to the Divinity School will be required to reapply for admission and provide whatever documentation is required by the Director of Admissions.

15. Each entering student is assigned a faculty adviser, who must approve the student's proposed course of study at the time of registration each semester, and who is available for personal consultation on other matters relating to professional growth.

Advanced Standing. Advanced standing allows entering students to begin work in any given field at a level higher than that of the required curriculum.

Entering students with substantial undergraduate preparation in areas closely related to required courses of the Divinity School may be eligible for advanced standing. Such a notation on the student's transcript allows enrollment in that particular field at a level higher than that of the required introductory course; it does not exempt the student from all work in that field.

Although a student may be eligible for advanced standing in any subject, it is especially pertinent where students offer undergraduate majors of superior quality in Bible, religion, or philosophy. Students entering with six or more semester hours in the Greek language, for example, may enroll in advanced Greek exegesis courses. Students are most likely to qualify for advanced standing in Old Testament, New Testament, and Church History.

An entering student with not less than six semester hours of college credit, in a specific area, and a grade of *B* or better, may ordinarily anticipate advanced standing in corresponding required courses. All final transcripts will be studied, and advanced standing will be accorded to those who qualify under this provision. Students offered advanced standing at the time of matriculation may, after consultation with their faculty advisers, decline such standing and enroll in the required course. A summary of advanced standing options will be available at the time of registration.

A student with not less than three semester hours of college credit with a grade of *B* or better in one or more of these areas may be granted advanced standing if he passes a qualifying examination. Entering students who qualify under this provision must, on notice of admission, request permission to take this examination.

Curricular Provisions and Procedures. Admission to candidacy for the Master of Divinity degree is admission to the regular program of studies. The master schedule constitutes the prospectus for the basic theological degree. The prospectus defines the normal sequence of the student's developing program. Exceptions are not permitted unless the student is on a limited program, such as that for student pastors who arrange their studies over four years, or special students.

Students who matriculate for the second semester of the junior year in January must fulfill requirements of the first semester of the junior year the succeeding fall semester.

The curriculum intends to serve graduate-professional aims with maximum flexibility. Sixteen elective courses are available and may be programmed to satisfy vocational and professional preferences. In planning a course of study, the student, in consultation with the adviser, should choose a program which will give a greater understanding and appreciation of future professional responsibilities. Members of the faculty and staff welcome inquiries.

Professional ministries include those of the parish, preaching, teaching, and pastoral care; ministries of education in local churches and higher education; missions; campus ministry; specialized urban and rural ministries; chaplaincies—hospital, institutional, industrial, and military; teaching; religious journalism; audio-visual communications; church agencies; and ecumenical ministries at home and abroad. For many of these, further specialized training will necessarily be sought elsewhere beyond the basic degree. For all of these

ministries the student's program of studies can be shaped for the particular ministry in view.

Students are encouraged to elect one course in each of the following areas or subdivisions of the curriculum beyond the required courses. The course should be selected with a view to the individual student's vocational and professional aims:

American Christianity
History of Religion
Christian Education
World Christianity and Ecumenics

Biblical Exegesis
Pastoral Psychology
Christian Ethics
Worship and Preaching
Care of the Parish (including
Church and Community)

Students are also encouraged to concentrate, usually in not more than five advanced courses in any one subdivision of the curriculum, in an area directly related to their vocational and professional intention. The program of each student is subject to review and revision by action of the faculty adviser, the Committee on Academic Standing, the Associate Dean for Curricular Affairs or the Dean.

General Information

Ordination and Disciplinary Requirements. Students preparing for ordination are strongly advised to fulfill denominational requirements for study of church polity. United Methodist students must attend to regulations of the Discipline, paragraph 344. The following courses have ordinarily been accepted as fulfilling requirements of the Discipline: CT 32, Christian Theology, CH 139 or CH 140, Methodist Church History, CP 155-A, Methodist Polity. Students from other denominations should consult with their appropriate church bodies for specific requirements.

Graduation Credits. It is the responsibility of each student to see that all requirements for graduation are met and to take courses in proper sequence. The student is also responsible for seeing that any special permission granted to deviate from the normal program is properly recorded on the personal files in the Registry.

Grading System. As of the academic year 1971-72, the Divinity School employs the grading scale with the following letters, *A, B, C, D*, and *F* which have been defined as follows: *A*, Excellent; *B*, Good; *C*, Satisfactory; *D*, Passing; *F*, Failure; *WI*, Withdrew Illness; *W*, Withdrew, discretion of the Dean; *I*, Incomplete; *P*, Passed; *N.C.*, Non-credit; *Z*, Year course. At the discretion of the instructor, individuals or classes may in certain instances be graded simply as Pass or Fail. Such *P/F* grades, no more than 25 percent of a student's total record, will not be figured in the grade point average.

The denotations are defined as follows according to quality points: *A*, 4; *A-*, 3.7; *B+*, 3.3; *B*, 3.0; *B-*, 2.7; *C+*, 2.3; *C*, 2.0; *C-*, 1.7; *D+*, 1.3; *D*, 1.0; *D-*, 1.0; *F*, 0.

In all courses where the instructor considers attendance a necessary part of the work of the course, a student may not receive a grade of over *C* if the absences total 12 percent of the regular class periods, and if the absences total 24 percent of the class periods the student may not receive credit for the course.

Incompletes. A student may petition the Associate Dean for Curricular Affairs to receive a grade of Incomplete in a course. This petition must be filed in writing on the prescribed form with the Registry on or before the last official day of classes of the semester in question. Such permission may be granted when



a student, through some circumstances beyond his control, such as illness, has been hindered from meeting the course requirements. Adjudication of the petition will rest with the Associate Dean and the instructor concerned. The Associate Dean will communicate in writing to the student regarding the joint decision and any conditions attached thereto. An Incomplete becomes an *F* unless it is removed through completion of assigned work by the following dates:

for incompletes incurred in fall semester courses, February 1;

for incompletes incurred in spring semester courses, September 15.

Change of Course or Withdrawal. Students are permitted to change their registrations for course work without incurring a penalty during the prescribed drop/add period at the beginning of each semester. However, any alteration in the total number of courses or semester hours previously registered must be recorded during the official registration day prior to the opening of classes; no refunds will be granted after that date. The adding of a course requires the permission of the instructor of that course as well as the student's faculty adviser.

No student will be permitted to withdraw from a course after one-half of the period of instruction of the course without incurring failure, except for causes adjudged by the Associate Dean for Curricular Affairs to be beyond the student's control. Conditions of emergency and not considerations of convenience shall be regarded as determinative in considering requests.

Graduation with Distinction. Students who achieve a grade point average of 3.85 for overall academic records in the Divinity School are granted the degree of Master of Divinity, Master of Theology, or Master of Religious Education, *summa cum laude*. Students with a grade point average of 3.65 are awarded such degrees, *magna cum laude*. Such distinction is specified on their diplomas.

The Master of Religious Education Degree

The course of study leading to this degree is designed for persons desiring to prepare for leadership and service in the educational ministry of the church.

Admission. Applications for admission to the Master of Religious Education program are evaluated by the same standards as those applicable to the Master of Divinity degree and admission requirements and procedures are also the same. Students planning to specialize in Christian Education should study the sections of this *Bulletin* which contain statements of policy regarding the most appropriate prerequisite studies for theological education and the procedures to be followed in applying for admission.

Requirements. The Master of Religious Education degree usually requires two years, or four semester, of residence and study and the fulfillment of the following requirements:

1. Sixteen courses, twelve of them limited electives and four free electives, selected by the candidate in consultation with the academic adviser.
2. A final comprehensive examination.
3. Weekly conferences of candidates with an instructor in the program or another resource person. These conferences are required in the first semester of the first year and are arranged in later semesters according to the student's interests and needs.

Program of Study for M.R.E. Degree

Limited electives*	12
Two courses in the Biblical Division	
Two courses in the Historical Division	
Two courses in the Theological Division	
Two courses in the Ministerial Division (other than Christian Education)	
Four courses in Christian Education	
Free electives†	3
Cognate courses in another department‡	1
	<hr/> 16
Weekly conferences of candidates (required in fall semester, first year)	
Final Comprehensive Examination	

*Limited electives may be completed through tutorials, if approved by the student's faculty adviser and the instructor(s) involved, provided the total number of tutorials is ordinarily no more than two.

†Free electives and cognate courses must be chosen by the student in consultation with the academic adviser and subject to the approval of the Associate Dean for Curricular Affairs.

The Master of Theology Degree

The course of study leading to the degree of Master of Theology is designed for graduates of accredited theological schools who desire to continue or resume their theological education for enhancement of professional competence in selected areas of study. Enrollment in the Th.M. degree program is open to a limited number of students who have received the M.Div. (or the equivalent) with superior academic records.

Inquiries on admission may be addressed to the Director of Admissions for referral to the Director of the Th.M. program.

General Requirements. The general requirements for the degree of Master of Theology are:

1. Eight course units of advanced studies, with an average grade of B (3.0 average on a 4.0 scale).



2. Superior performance in a comprehensive examination covering the major area of study. As an alternative to the comprehensive examination the student may elect to do a research project in one major area if approved by the supervising professor. This project shall carry one course credit, to be counted within the eight units required.

3. Residence for one academic year.

There are no general language requirements. However, classical or modern languages may be required for certain programs (for example, in Biblical studies, Hebrew or Greek may be required).

The Program of Study. At least four of the required eight courses must be taken in one of the basic divisions of study (Biblical, historical, theological, or ministerial) which shall be designated as the candidate's major, and at least two courses in another of the divisions which shall be designated as the candidate's minor. No more than two courses or six semester hours of work completed in another accredited institution may be transferred and credited toward the degree. Ordinarily, no more than two units may be taken through directed reading, and no more than one of these in any one semester. In the area of pastoral psychology, up to four course units may be taken through clinical pastoral education.

The comprehensive examination will be given at the close of the course of study for the degree, ordinarily in May or September.

The entire program of studies and comprehensive examination should be completed within twelve months. In some cases, the time limit may be extended, but in no case beyond three years.

The candidate majoring in pastoral psychology may plan one of three programs or concentrations: a concentration in pastoral theology relating psychology and theological understanding to professional ministry, especially the parish, through course work and supervised clinical experience; a concentration in pastoral care through course work and an intern year in Basic Clinical Pastoral Education; a concentration in pastoral counseling through course work and a year of Advanced Clinical Pastoral Education. In the context of clinical pastoral education various professional goals may be sought, including general understanding and skills in pastoral care and specialization in pastoral counseling and clinical supervision. The Clinical Pastoral Education Program is certified by the Association for Clinical Pastoral Education. Persons specializing in pastoral counseling will be moved toward certification with the American Association of Pastoral Counselors. Course PP 277A (or its equivalent) is considered a prerequisite for a major in pastoral psychology, but is not applicable toward the eight courses required for the degree, although it will be indicated on the student's transcript. Accordingly, the student majoring in this area should ordinarily make provision for a program extending for a full calendar year beginning the first week in June.

Financial Aid. Candidates for the Th.M. degree are eligible for financial aid with the understanding that prior consideration is given to M.Div. candidates.

Please note in the pertinent sections of the chapter on Financial Information that the charges for tuition and general fee for the Th.M. degree are combined and are made on the basis of the number of courses taken, and that in order to be eligible for medical care a student must be taking at least two courses.

Divinity and Public Policy Program

The Duke University Divinity School and the Institute of Policy Sciences and Public Affairs have established a joint program leading to the degrees of Master of Divinity and Master of Arts in Public Policy Sciences. The program, which normally requires four years to complete, is designed to meet the growing demand for persons who combine theological understanding and ministerial training with a capacity for analytical public decision-making. Persons already possessing the Master of Divinity also may pursue the Master of Arts in Public Policy Sciences.

The curriculum is designed for persons who will provide leadership in the development and implementation of church policy and/or government policy (as leaders in church affairs, or as public officials) in the light of basic theological and ethical understandings and skills.

The Program. Utilizing the faculty and resources of the Divinity School and the Institute, the program offers students a multi-disciplinary education that provides:

1. A complete course of theological studies and training in the practice of ministry paralleling the scope and rigor of education received by students enrolled solely in the M.Div. program at Duke.
2. An understanding of the political, bureaucratic, and social processes that define public problems and limit alternative approaches to their solutions.



3. In-depth training in public policy problems and church policy.
4. A capacity for quantitative and logical methods of analyses useful in forecasting and appraising policy consequences and for evaluating existing policies.
5. An understanding of the strengths and limits of various analytical techniques and an awareness of the theological and ethical characteristics of various policy choices.

Admission. Students may apply for admission to the Divinity and Public Policy Program concurrently with application to Divinity School, or during their first year. Divinity students possessing the M.Div. may apply for admission to the Master of Arts program in Public Policy.

Application and admission are therefore without conventional deadlines but applications are encouraged by April 1 of each year. Those seeking financial assistance should apply by February 15. Enrollment will be limited.

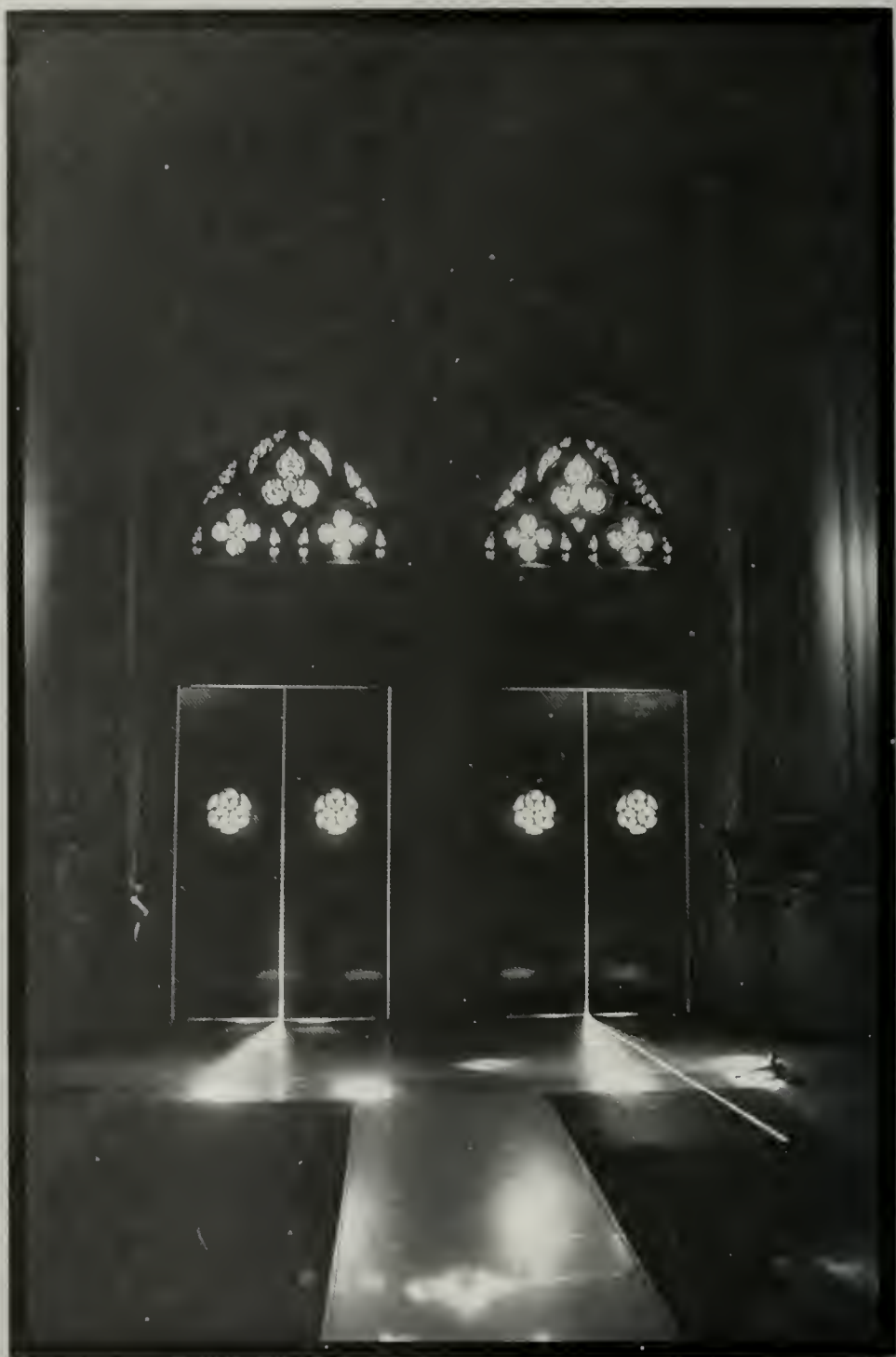
Loans are available depending on financial need. Research assistantships linked to course work are available in certain areas of study, and a limited number of fellowships are available.

Divinity students admitted to the joint degree program are enrolled under the tuition terms of the Divinity School during their first three years of the four year sequence and under the tuition terms of the Graduate School in their fourth year. However, they are eligible to make application to the Public Policy Institute for financial aid for the fourth year and will be informed whether such aid will be forthcoming if and when they are admitted. Note that application for such aid should be filed by February 15.

Further inquiries may be addressed to:

Director of Graduate Studies
Institute of Policy Sciences and Public Affairs
4875 Duke Station
Durham, North Carolina 27706

or to the Coordinator of the Divinity and Public Policy Program, Divinity School,
Duke University, Durham, North Carolina 27706.



Black Church Studies



The Black Church Studies Center

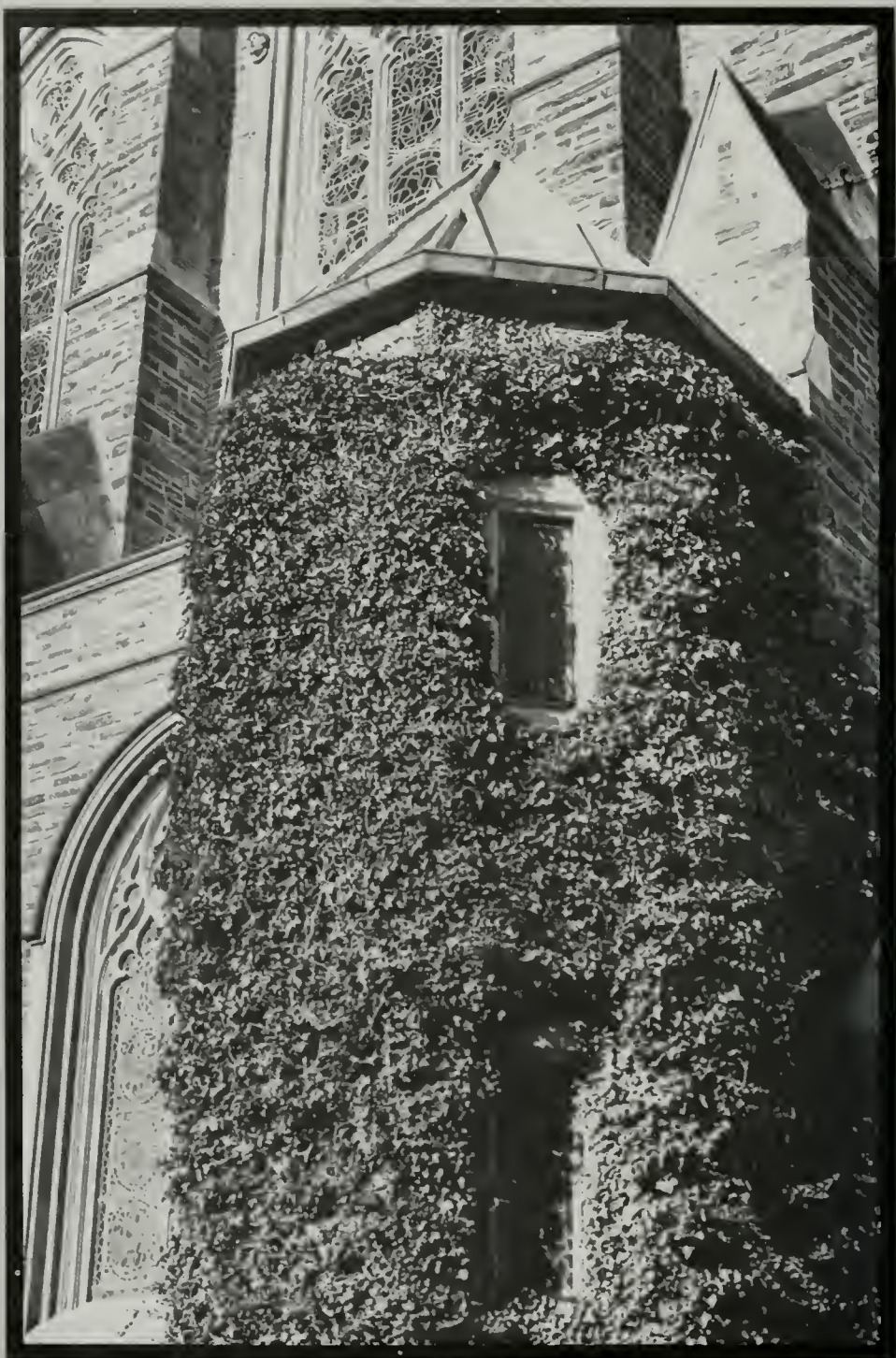
Black Church Studies at Duke Divinity School is an engagement of the Divinity School with the Black church, Black theology, and the Black community, and represents an appreciation for study of and involvement in Black religious experiences. The Black Church Studies Center exists to illuminate the several dimensions of these experiences, to investigate and expose the contributions which the Black church has made and can make to both the Black community and American culture, and to actualize the potential for service to the church through its special concerns for ministry and mission to Black people in both church and community. The Center is a concrete expression of the role of Black Church Studies in theological education which undertakes faithfully to serve Christ and his Church.

The Black Church Studies Center is the visible evidence of a quest for ministry, justice, and community among Divinity School faculty and students. It is a quest of teachers and seminarians, clergy and laity from both races for clearly developed curricular programs, research projects, and continuing education. It is recruitment, counseling, supervision, curriculum development, research, teaching, academic advising, continuing education, and service to Black churches and congregations. It is, in conception and nature, an instrument which serves both internal and external interests of the Divinity School; and its immediate clientele is simultaneously the academic and religious communities.

Our curriculum in Black Church Studies is already being developed and staffed, and the list of current offerings may be found in this catalog in the section on Courses of Instruction. Dr. Joseph B. Bethea joined the staff in 1972 as Director of Black Church Studies; and in 1974, Dr. Herbert O. Edwards, a scholar in Black Church Studies, joined the faculty. In addition, Black faculty from the Religion Department and from other departments of the University complement our offerings, and associates in instruction are secured as need arises.

In the 1975-76 academic year, thirty-six Black seminarians were enrolled at Duke. This constitutes between 10 and 11 percent of the total enrollment. Eleven of these were graduated in May, 1976, with the Master of Divinity degree.

The Black Church Studies Center offers counsel and advice to prospective Black seminarians in undergraduate schools. Since Black theological students are the *raison d'être* for the Black Church Studies Center here, the Director of the Center invites inquiries and offers assistance in planning a program of studies at Duke. The Director has responsibility, moreover, for advising students about field education placement, financial aid, adjustment needs, and a broad range of other student requirements. Further information concerning the Center is available from Dr. Joseph B. Bethea, Director of the Black Church Studies Center, Duke Divinity School, Durham, North Carolina 27706.



Continuing Education



The Continuing Education Center

Through the Continuing Education Center and the faculty Director of Continuing Education, the Divinity School offers expanded services of its faculty and facilities in continuing education for ministry. The Charles P. Bowles Continuing Education Center in the new wing of the Divinity School includes a seminar room and spacious study carrels for ministers involved in individual study or in-residence seminars. The Divinity School Library, the Henry Harrison Jordan Loan Library, the growing collection of tape recordings of sermons, lectures, and interviews, the Pickens Communications Center, and *The Duke Divinity School Review* are also available for continuing education for ministry. The Director and the Divinity School Committee on Continuing Education, in cooperation with church leaders throughout the region, provide a year-round program of in-residence seminars and conferences, extension seminars and consultations, and special services to ministers and churches in the vicinity.

Admission and Scholarships

Conferences, churches, and other supporting groups and institutions have made available through the Divinity School certain designated funds to assist in continuing education for ministry. Inquiries, applications for admission, and requests for continuing education scholarships for in-residence seminars should be directed to the Director of Continuing Education, Duke Divinity School, Box 4673 Duke Station, Durham, North Carolina 27706.

In-Residence Seminars and Conferences

During the academic year 1975-1976 and the summer the Divinity School has conducted a series of in-residence continuing education programs at Duke University and at nearby Camp Chestnut Ridge. These included a Guild for Religious Architecture conference; a seminar on "This Nation Under God: Theology, Church, and the National Bicentennial;" a Seminar for Black Religious Leaders; a Basic Personal Growth Laboratory and Human Relations Training for More Effective Ministry; four May seminars (replacing the July Summer Institute for Ministry) on "Liturgy and Education," "Process Approach to Church Management," "Ministry and the Response to Crisis," and "The Word within the World—Preaching;" and the summer Campus Ministry Institute.

Extension Seminars and Workshops

Extension services in continuing education for ministry during 1975-1976 included a varied series of seminars, workshops, and conferences held in cooperation with conferences and district continuing education committees and other church agencies in North and South Carolina and Virginia, and led by members of the Divinity School faculty and visiting resource persons. Among these services were the South Carolina Conference Pastors' School at Lake Junaluska, on "Christian Family Living," and the South Carolina Seminar on "What Is This World Doing to Our Theology?" in Columbia; Family Financial Planning Workshops for Clergy Couples at Brevard College and the Continuing Education Center; Boone; Pre-Retirement Planning Workshops for Clergy Couples in Raleigh, Greensboro, Charlotte, and Lake Junaluska; Personal Growth Laboratories at Boone and Elk Shoals Methodist Camp; Biblical Preaching Workshops for the Virginia Conference, at Ferrum College, and for an ongoing Western North Carolina Conference study group.

The Convocation and Pastors' School

The annual Divinity School Convocation and North Carolina Pastors' School, a cooperative endeavor with the North Carolina and Western North Carolina Conferences of The United Methodist Church through the Board of Managers of the Pastors' School, brings ministers, lay persons, students, and faculty together for a series of lectures, sermons, and courses, along with alumni reunions and social occasions.

In the October 27-29, 1975 Convocation, Senator George McGovern gave the opening address and Dr. Cynthia C. Wedel the closing address; Dr. Roger L. Shinn, of Union Theological Seminary, was Gray Lecturer; The Reverend Dr. William A. Holmes, Metropolitan Memorial United Methodist Church, Washington, was Preacher to the Convocation; Bishops Robert M. Blackburn of the Raleigh Area and Earl G. Hunt, Jr. of the Charlotte Area led the services of worship and a Bishops' Forum; and six mini-courses were conducted by faculty members and visiting leaders. The Divinity School Choir and the White Rock Baptist Church Choir furnished music.

Lectures and Symposia

The James A. Gray Lectures. These annual lectures, established in 1950 as part of a bequest made in 1947 by James A. Gray of Winston-Salem, North Carolina, are delivered in the context of the Divinity School Convocation and North Carolina Pastors' School. The 1975 Gray Lectures on "Theology and Ethics in an Age of Scarcity" were delivered by Dr. Roger L. Shinn, Reinhold Niebuhr Professor of Social Ethics and (then) Acting President of Union Theological Seminary, New York.

The Franklin S. Hickman Lectureship. This lectureship was established in 1966 as part of a bequest by Mrs. Franklin S. Hickman in memory of her late husband, Dr. Franklin Simpson Hickman, Professor of Psychology of Religion, Duke Divinity School. This lectureship enables the Divinity School to bring practicing ministers of extraordinary qualities to lecture and preach in the Convocation and Pastors' School and to participate in Divinity School classes, worship, and informal sessions with students and faculty. The 1975 Hickman Preacher to the Convocation was the Reverend Dr. William A. Holmes, Minister at the Metropolitan Memorial United Methodist Church, Washington.

Symposium on Christian Missions. Each year the Divinity School presents a symposium on the world mission of the Church, usually including a visit by a secretary or missionary personnel. The general aims are "to inform students and faculty of the philosophy and work of missions as seen through the personal experience of speakers; to educate present and future ministers so that they will have a vital concern for the promotion of missionary education in the local church; and to evaluate the missionary enterprise as a significant force in the revolutionary world."

Other Divinity School Lectures. The Lecture Program Committee sponsors a series of public lectures throughout the year for the Divinity School, the Duke University community, and the ministers, churches, and community of Durham. Speakers during 1975-76 included:

Coleman Barry, Dean, School of Religious Studies, Catholic University.
James Cone, Professor of Theology, Union Theological Seminary, New York.
Earl Crow, Chairman, Department of Religion, High Point College.
Kenneth W. Goodson, Bishop, Richmond Area, United States Methodist Church.
Steven Kimbrough, Bonn Opera Company.
Derek Prince, Evangelist.
Gilleasbuig Macmillan, Minister, St. Giles Cathedral.
Sallie TeSelle, Dean, Vanderbilt Divinity School.

Ministry in the Vicinity

Ministers and churches in and near Duke University are especially welcome to avail themselves of continuing education programs, facilities, and other services of the Divinity School and its faculty and students. They are invited to attend public lectures, visit with distinguished lecturers, participate in in-residence seminars and conferences, audit selected courses, study in the continuing education carrels, and use the resources of the Divinity School Library, the Henry Harrison Jordan Loan Library, and the tape recordings collection. Divinity School faculty, staff, and students are generally available for preaching, teaching, and other services in churches of the community and region.

The Course of Study School

In cooperation with the Department of Ministry of the Board of Education and the Southeastern Jurisdictional Conference of the United Methodist Church, Professor Paul A. Mickey directs the Course of Study School for pastors of the United Methodist Church. This school is in session for approximately four weeks each summer, and the required studies for one full year can be completed in this period. This is not a part of the regular work of the Divinity School degree program, and no credit toward a seminary degree can be earned. The faculty includes representatives from the Divinity School and other church-related institutions. The twenty-eighth session of the Course of Study School was held from June 28 to July 23, 1976.

The J. M. Ormond Center for Research Planning and Development

This center was established in memory of the late Dr. J. M. Ormond, Professor of Practical Theology of the Duke Divinity School and Director of the Rural

Church Program under the Duke Endowment 1923-1948. The North Carolina Annual Conference established the J.M. Ormond Fund in 1951. This fund was a part of the special effort by the North Carolina and the Western North Carolina Conferences of the United Methodist Church to raise extra funds for the Divinity School. The Center is under the Director of Research, Professor Robert L. Wilson, and is jointly supported by the Ormond Fund and the program of the rural church under the Duke Endowment. The purpose of the Center, which is structured in cooperation with the two Annual Conferences, is to assist the church in performing its ministries. The Center utilizes the methodologies of the social sciences to provide research and planning services for congregations and denominational organizations.

The Henry Harrison Jordan Loan Library

Henry Harrison Jordan, distinguished member of the Western North Carolina Conference (1862-1931), was memorialized by his children in the establishment of an endowment in 1947. The Divinity School librarian is the custodian of books purchased under this fund or loan, through postal services, to qualified ministers of all denominations or localities. The Jordan Loan Library undertakes to maintain a catalogue of up-to-date publications representative of the several theological disciplines and areas of the minister's professional interest. Books may be borrowed by application to the librarian of the Divinity School.



The Duke Divinity School Review

Three times each year (autumn, winter, and spring) the Divinity School publishes a magazine designed to acquaint its readers with current theological thinking through the inclusion of public addresses given at the school, articles by faculty members and others, and book reviews. The *Review* is circulated free of charge to a mailing list of some 2,600, including alumni of the School, interested friends, campus ministers, teachers, administrators, and librarians. It is also available to students upon request.

Other Programs

Facilities for Advanced Study through the American Schools of Oriental Research. Duke University is one of the supporting members of the American Schools of Oriental Research. Accordingly, students in the Divinity School have the privilege of attending the Albright Institute of Archaeological Research in Jerusalem, the American Center of Oriental Research in Amman, and similar institutions without charge for tuition. They may also compete for the four fellowships offered annually by the Schools, the stipends depending upon available funds.

Programs in Pastoral Psychology. Programs in pastoral psychology beyond the studies incorporated in the M.Div. curriculum are provided in cooperation with the Duke University Medical Center. Four such special programs are available.

1. The Master of Theology degree with a major in pastoral psychology is ordinarily a calendar year program beginning the first full week in June. However, upon the recommendation of the staff, candidates with a quarter or more of clinical pastoral education may begin their program in September. The candidate may plan one of three programs or concentrations: a concentration in pastoral theology relating psychology and theological understanding to professional ministry, especially the parish, through course work and supervised field or clinical experience; a concentration in pastoral care through course work and an intern year in basic clinical pastoral education; a concentration in pastoral counseling through course work and a year of advanced clinical pastoral education. In the context of clinical pastoral education various professional goals may be sought including general understanding and skills in pastoral care and specialization in pastoral counseling and clinical supervision. The program in clinical pastoral education is certified by the Association for Clinical Pastoral Education. Persons specializing in pastoral counseling will advance toward certification with the American Association of Pastoral Counselors. A quarter of clinical pastoral education (PP 277A or its equivalent) is considered a prerequisite for all programs. Degree candidates who extend their program over the calendar year receive three certified units of clinical pastoral education and non-degree candidates receive four certified units.

2. Single quarters of basic clinical pastoral education are offered to qualified candidates beginning the middle of January, running concurrently with the second semester in the Divinity School, and also beginning the first Monday in June, running eleven weeks.

3. A one-year certificate or nondegree internship program in clinical pastoral education is available through the Duke Medical Center for persons who hold the Master of Divinity degree or its equivalent. Also, students who wish to pursue a pregraduation intern year are invited to apply, provided they have completed at least one year of theological education. The certificate, nondegree intern year can be done at any level of clinical pastoral education (basic, ad-

vanced, supervisory) for which the candidate and the supervisory staff judge him to be ready. These persons may enroll in the Divinity School as special students for a course or two each semester. Such training usually provides four quarters of certified clinical pastoral education credit.

4. A two-week clinic in pastoral care is provided each summer as part of the Divinity School's continuing education program for persons with the M.Div. or equivalent degree.

For further information concerning any of these programs, write to Dr. Richard A. Goodling, Director, Programs in Pastoral Psychology, Duke Divinity School. See Master of Theology degree program.



Library Funds

The following funds provide resources to enrich the collections of the Divinity Library.

Ormond Memorial Fund. Established in 1924 by Dr. J.M. Ormond, '02, and Mrs. Ormond, in memory of his mother and father, Mr. and Mrs. J.J. Ormond, the income from the Ormond Memorial Fund is to be used for the purpose of a collection of books on the rural church for the Divinity School Library at Duke University.

Avera Bible Fund. Established in 1895 by gift of Mrs. L.B. McCullers in memory of her husband, Willis H. Avera; the income to be used for the purchase of books for the Divinity School Library and for the support of the Avera Bible Lectures.

Louis W. Bailey Memorial Fund. This memorial fund was established in 1958 by the Reverend A. Purnell Bailey in memory of his father. The income is to be used for books for the Divinity School Library.

Stuart C. Henry Collection Endowment Fund. This fund was established by the Class of 1975 in honor of Professor Henry with income to be used to purchase books in the collection on American Christianity.

The William Arthur Kale, Jr. Memorial Fund. William Arthur Kale, Jr. was a member of the Duke University Class of 1958, a lover of sacred art and music, and a member of the University Chapel Choir. In his memory there was established in 1964, by the provisions of his parents, Professor and Mrs. William Arthur Kale, Sr., a fund for the purchase of books and other materials in the area of fine arts and religious musicology for the perpetual enrichment of the holdings of the Divinity School Library.

The Walter McGowan and Minnie Daniel Upchurch Fund. Established in 1971 by W.M. Upchurch, Jr., an alumnus of Duke University and a member of its Board of Trustees, the fund, honoring Mr. Upchurch's mother and father, is used for the purchase of materials in the area of sacred music and is supplementary to a collection of materials given by Mr. Upchurch to the Divinity School Library. This collection includes 1,487 anthems and other compositions of sacred music, along with sixty-two disc recordings of the Duke University Summer Chapel Choir for the years 1937-1941, at which time Mr. Upchurch was Director of the Choir.



Courses of Instruction



Course Enrollment

The required courses of the curriculum are: Old Testament 11, New Testament 18, Church History 13 and 14, American Christianity 28, Christian Theology 32, Christian Ethics 33, and Black Church Studies 124. Other courses numbered through 199 are elective courses for Divinity School students only. Most courses numbered 200 and above are approved for credit by both the Divinity School and the Graduate School, and require the permission of the instructor. For other prerequisites the student should consult the roster of courses of instruction in this *Bulletin* and should also refer to published Registration Advices at the time of registration for each semester.

Courses jointly approved by the Divinity School and the Graduate School of Duke University are published in the *Bulletin of the Divinity School*. Only those courses listed in this *Bulletin* are approved for fulfillment of requirements for degrees offered by the Divinity School, except those authorized as cognate studies under the curriculum of this school.

Projected Course Offerings

The following lists of proposed course offerings for the next two years are tentative and subject to change. Detailed listings are available at the time of preregistration in the middle of the preceding semester, and more distant plans may be ascertained by consulting the Divisional Representative or the instructor concerned.

Fall Semester 1976

Old Testament (OT): 11, 115, 207, 209, 350.
New Testament (NT): 103, 114, 116D, 117C, 118, 226D, 314.
Church History (CH): 13, 14, 126, 140.
Historical Theology (HT): 125, 317.
American Christianity (AC): 28, 384, 395.
Christian Theology (CT): 32, 108, 217A, 217B, 225, 325.
Christianity and Culture (CC): 102, 229.
Christian Ethics (CHE): 33, 113, 243 (?), 262, 388, 394.
Black Church Studies (BCS): 100, 124.
World Christianity (WC): 135.
Care of the Parish (CP): 128, 148, 150, 151, 220A, 220B.
Christian Education (CED): 105, 167, 175, 214.
Pastoral Psychology (PP): 70, 170, 172, 174, 176B, 177, 277B, 278, 281A, 282A.
Preaching (PR): 30, 181.
Church Worship (CW): 167, 178.

Spring Semester 1977

Old Testament (OT): 106A or B, 116, 130, 351.
New Testament (NT): 18, 104, 105, 116A, 119(?), 227, 312.
Church History (CH): 13, 14, 141, 236, 335.
Historical Theology (HT): 261, 318, 338.
American Christianity (AC): 385, 396.
Christian Theology (CT): 110, 200, 210, 215, 216, 320, 326, 328.
Christianity and Culture (CC): 101.
Christian Ethics (CHE): 33, 243, 245, 390.
Black Church Studies (BCS): 126, 198.
Care of the Parish (CP): 129, 146, 155A.
Christian Education (CED): 101, 106, 218, 220.
Pastoral Psychology (PP): 170, 171, 175, 176B, 177, 178, 271, 273, 277C, 281B.
Preaching (PR): 30, 182, 196, 203.
Church Worship (CW):

Fall Semester 1977 (tentative)

Old Testament (OT): 11, 101, 115, 207, 223E, 350.
New Testament (NT): 103, 116D, 118.
Church History (CH): 13, 14, 139, 202.
Historical Theology (HT): 121, 313.
American Christianity (AC): 28, 296, 395.
Christian Theology (CT): 32, 108, 217B, 225, 303, 352.
Christianity and Culture (CC): 102, 229.
Christian Ethics (CHE): 113, 292, 383, 389, 391.
Black Church Studies (BCS): 100, 124.
World Christianity (WC): 24 or 133.
Care of the Parish (CP): 128, 151, 159, 189.
Christian Education (CED): 105, 169, 185, 225.
Pastoral Psychology (PP): 70, 170, 173, 176B, 176D, 177, 277B, 278, 281A, 282A.
Preaching (PR): 30, 186.
Church Worship (CW):

Spring Semester 1978 (tentative)

Old Testament (OT): 106D, 116, 223A or C, 351.
New Testament (NT): 18, 104, 116A, 117B, 119(?).
Church History (CH): 13, 14.
Historical Theology (HT): 219, 246, 260.
American Christianity (AC): 396, 397.
Christian Theology (CT): 108, 110, 217, 226, 272, 320, 352.
Christianity and Culture (CC): 101.
Christian Ethics (CHE): 33, 107, 392.
Black Church Studies (BCS): 126, 198.
World Christianity (WC): 386.
Care of the Parish (CP): 129, 146, 152, 153, 155A, 157, 179.
Christian Education (CED): 101, 106, 202, 206, 218.
Pastoral Psychology (PP): 170, 171, 175, 176B, 177, 178, 271, 277C, 281B.
Preaching (PR): 30, 182, 189, 203(?).
Church Worship (CW):

Beginning with the 1976-1977 academic year, all courses are counted as equal value in fulfilling graduation requirements of 24 course units and in computing grade point averages. Students who entered the Divinity School prior to that time will need to complete 75 semester hours; courses listed below are all counted as 3 semester hours each unless otherwise designated.

I. Biblical Studies

Knowledge of the content of the English Bible is regarded as indispensable for fulfillment of conditions for the basic theological degree. Provision for review of these materials will be integral to the Old Testament introductory courses.

OLD TESTAMENT

11. Introduction to Old Testament Interpretation. An introduction to the literature, history, and religion of ancient Israel with emphasis upon exegetical methodology. 4 s.h. *Bailey and Murphy*

101. The Prophetic Movement. A study of the prophetic movement in Israel from the earliest period to the post-exilic development of apocalyptic with special reference to the content and religious teaching of the prophetic writings. *Efird*

106. Exegesis of the English Old Testament. Prerequisite: OT 11 or equivalent.

106A. Genesis. *Bailey*

106B. Amos and Hosea. *Bailey*

106D. Poetry of the Old Testament. *Murphy*

106E. Old Testament Psalms. Exegesis of various literary types; theological orientation of Old Testament liturgical prayer; implications for prayer and liturgy today. *Murphy*

109. The Religion of the Old Testament. A study of the religious ideas contained in the Old Testament with special reference to their interpretation from Robertson Smith to the present. *Efird*

115-116: Introduction to Biblical Hebrew. Elements of phonology, morphology, and syntax. Exercises in reading and writing Hebrew. Exegetical treatment of the book of Jonah. (Two semesters; no credit will be given for 115 without completion of 116.) *Bailey*

130. Seminar on Death and Dying. Critical consideration of Biblical, legal, medical, and ethical perspectives. Prerequisites: OT 11, NT 18, or equivalents. 2 s.h. *Bailey, H. Smith, and Others*

207. Second Hebrew I. Historical Hebrew grammar with reading and exegesis of Old Testament prose (Pentateuch and historical books in alternate years). *Wintermute*

208. Second Hebrew II. Historical Hebrew grammar and rapid reading of prose and poetry. *Murphy*

209. Old Testament Theology. Studies of the Old Testament in regard to theological themes and content. Prerequisite: OT 11 or equivalent. *Murphy*

223. Exegesis of the Hebrew Old Testament. Prerequisite: OT 115-116.

223A. Amos and Hosea. Stress on hermeneutical method. *Bailey*

223B. Job. *Murphy*

223C. Exodus. *Bailey*

223D. Song of Songs. *Murphy*

237. History of the Ancient Near East. Emphasis upon the religions, literature, and art of Mesopotamia. *Bailey*

242. Life After Death in Semitic Thought. Consideration of the various ideas from the early second millennium through the International Period. Exegesis of selected Old Testament passages. Evaluation of recent research. Prerequisite: OT 11 or equivalent; knowledge of Hebrew helpful but not required. *Bailey*

302. Studies in the Intertestamental Literature. Selected documents of the Apocrypha and Pseudepigrapha examined exegetically and theologically in

their relation to post-exilic Judaism. Prerequisite: permission of the instructor. *Staff*

304. Aramaic. A study of the Aramaic portions of the Old Testament and selected passages from later Aramaic texts. *Murphy*

304A. Targumic Aramaic. A study of selected portions of the Targums of the Old Testament. *Meyers*

305. Third Hebrew. An interpretive study of late Hebrew prose, with readings from Chronicles, Ecclesiastes, and the Mishnah. *Davies or Meyers*

306. Language and Literature of the Dead Sea Scrolls. A study in interpretation. Prerequisite: a knowledge of Hebrew. *Wintermute*

307. Syriac. A study of the script and grammar, with readings from the Syriac New Testament and other early Christian documents. Prerequisite: some knowledge of Hebrew and Aramaic. *Charlesworth*

323A. Comparative Semitics I. An introduction to the morphology and syntax classic Arabic and the Semitic languages of Mesopotamia together with a consideration of their relationship to Hebrew. *Wintermute*

323B. Comparative Semitics II. An introduction to the morphology and syntax of classical Ethiopic and the Semitic languages of Palestine-Syria together with a consideration of their relationship to Hebrew. *Wintermute*

350, 351. Seminar in Old Testament. Research and discussion on selected problems in the Old Testament and related fields. *Murphy*

353. Seminar on Text Criticism. Emphasis upon transmission, versions, apparatus, and method. Prerequisites: NT 103-104 and OT 115-116 or equivalents. *Bailey and Others*

373-374. Elementary Akkadian. Study of the elements of Akkadian grammar. Reading of Neo-Assyrian texts shedding light on the Old Testament. Prerequisite: Biblical Hebrew. Two semesters: not credited separately. *Bailey*

375-376. Elementary Ugaritic. Study of the elements of Ugaritic. Prerequisite: Biblical Hebrew. Two semesters: not credited separately. *Staff*

NEW TESTAMENT

18. Introduction to New Testament Interpretation. An introduction to the literature of the New Testament with special attention to the perspectives and methods of historical-critical investigation and interpretation. 4 s.h. *Efird or M. Smith*

103-104. Hellenistic Greek. Designed for beginners to enable them to read the Greek New Testament. Two semesters: no credit will be given for 103 without completion of 104; however, students with at least one full year of college Greek may be permitted to enroll in 104. *Efird*

105. Studies in Paul. An investigation of Paul's apostolate based upon the Acts and the Epistles with attention to Paul's theology as reflected in selected passages. *Efird*

114. Jesus in the Gospels. A consideration of the origins, transmissions, and literary fixation of the Jesus traditions with special attention to the message of the kingdom, the problem of messianic self-consciousness, and the passion. *M. Smith*

- 116. Exegesis of the English New Testament I. Staff**
 116A. Luke-Acts
 116B. Galatians
 116C. The Pastoral Epistles
 116D. I and II Corinthians
- 117. Exegesis of the English New Testament II. Staff**
 117A. The Gospel and Epistles of John
 117B. Romans
 117C. Revelation
 117D. Mark
- 118. The New Testament in Greek. Readings in the Gospels. Staff**
- 119. The New Testament in Greek. Readings in the Epistles. Staff**
- 225. Living Issues in New Testament Theology.** Critical examination of major problems and issues in New Testament interpretation and theology. Prerequisite: NT 18 or equivalent. *M. Smith*
- 226. Exegesis of the Greek New Testament I.** Prerequisite: NT 103-104. *Price, M. Smith, or Young*
 226A. Mark and Matthew
 226B. Romans
 226D. I and II Corinthians
 226E. Gospel and Epistles of John
- 227. Exegesis of the Greek New Testament II.** Prerequisite: NT 103-104. *Price, M. Smith, Young*
 227A. Luke-Acts
 227B. Galatians
 227C. The Pastoral Epistles
- 258. Coptic.** Introduction to the Sahidic dialect with selected readings from Christian and Gnostic texts. Prerequisite: at least one year of Greek. *Wintermute*
- 311. Pharisaic Judaism in the First Century.** A reading course in first-century Pharisaic Judaism. *Davies*
- 312. Pauline Theology.** Studies in the aspects of Paulinism in the light of recent scholarship. *Davies*
- 314. Judaism and Christianity in the New Testament.** A study of their interaction. *Davies*
- 319. The Gospel According to St. Matthew in Recent Research.** *Davies*
- 340, 341. Seminar in the New Testament.** Research and discussion on a selected problem in the Biblical field. *Price and M. Smith*
- 345. The Epistle to the Hebrews in Recent Research.** *Davies*

II. Historical Studies

CHURCH HISTORY

- 13. History of the Church to the Protestant Reformation.** A survey through the fifteenth century in terms of spiritual genius, organizational development, great literature, and representative movements. *Gregg*
- 14. History of Modern European Christianity.** A survey of the main currents in Reformation and post-Reformation church history. *Steinmetz and Raitt*

105. Studies in Patristic Christianity. Selected issues in the worship, theology, and politics of the early Church. *Gregg*

126. The English Reformation. The religious history of England from the accession of Henry VIII to the death of Elizabeth I. Extensive readings in the English reformers from Tyndale to Hooker. *Steinmetz*

139. Methodism. A study of Methodist societies in England and the developing church in America as they gave rise to such historic issues as polity, education, division, and reunion. Prerequisite: CH 13-14. *Baker*

140. The Rise of Methodism and the Anglican Background. The Methodist societies within the Church of England to the death of Wesley. Prerequisite: CH 13-14. *Baker*

(Students are advised that either CH 139 or CH 140 will satisfy the United Methodist Discipline Requirement No. 344.)

145. The Later Reformation and the Rise of Protestant Orthodoxy. Problems in Protestant theology before Kant. Extensive readings in the classic dogmatists of the Lutheran and Reformed traditions. *Raitt*

201. Schism and Heresy in Early Christianity. Studies of crises precipitated by movements such as Gnosticism, Donatism, Arianism, and Pelagianism. *Gregg*

202. Religion of the Cappadocian Fathers. Examination of the careers and writings of Basil, Gregory of Nyssa, and Gregory of Nazianzus. *Gregg*

206. Christian Mysticism in the Middle Ages. Source studies in historical perspective of such late medieval mystics as Bernard of Clairvaux, the Victorines, Ramon Lull, Meister Eckhart, Richard Rolle, Catherine of Siena, and Nicholas of Cusa. Prerequisite: CH 13. *Staff*

236. Luther and the Reformation in Germany. The theology of Martin Luther in the context of competing visions of reform. *Steinmetz*

247. Readings in Latin Theological Literature. Critical translation and study of important theological texts in Latin from various periods of the history of the Church. *Steinmetz*

334. Theology and Reform in the Later Middle Ages. Examination of selected issues in the life and thought of the medieval Church from the twelfth century through the fifteenth century. Readings in popular and academic theologians from Pierre Abelard to Gabriel Biel. *Steinmetz*

335. The English Church in the Eighteenth Century. Studies of Christianity in England from the Act of Toleration, 1689, to the death of John Wesley, 1791. *Baker*

339. The Radical Reformation. Protestant movements of dissent in the sixteenth century. Special attention will be devoted to Müntzer, Carlstadt, Hubmaier, Schwenckfeld, Denck, Marpeck Socinus, and Menno Simons. *Steinmetz*

344. Zwingli and the Origins of Reformed Theology. Source studies in the early Reformed tradition. *Steinmetz*

HISTORICAL THEOLOGY

114. Christologies of the Early Church. Investigation of important soteriologies and debates centering upon the person of Christ from the second through the fifth centuries. *Gregg*

120. Christian Thought in the Middle Ages. A survey of the history of Christian theology from St. Augustine to the young Martin Luther. *Steinmetz*

121. Readings in Sacramental Theology. The sacraments in the history of Christian thought. *Raitt*

123. Readings in Historical Theology. Prerequisite: CH 13-14. *Staff*

136. Theology of St. Thomas Aquinas. An examination of major theological themes in the *Summa Theologica*. *Raitt*

141. Women, Religion, and Theology. An historical study of fundamental religious perceptions and theological interpretations of woman. *Raitt*

204. Origen. The systematic and apologetic writings of an important Alexandrian thinker and exegete of the third century. *Gregg*

219. Augustine. The religion of the Bishop of Hippo in the setting of late antiquity. *Gregg*

241. Problems in Reformation Theology. Prerequisite: permission of the instructor. *Steinmetz*

246. Problems in Historical Theology. Prerequisite: permission of the instructor. *Raitt*

251. The Counter-Reformation and the Development of Catholic Dogma. Issues in Roman Catholic theology from the Reformation to the Second Vatican Council. *Raitt*

260. Life and Thought of the Wesleys. A seminar on John and Charles Wesley and their colleagues in relation to English culture and religion in the eighteenth century. Prerequisite: permission of the instructor. *Baker*

261. The Theology of John Wesley. A study of the development and structure of Wesley's theology with special reference to his doctrines of man and salvation. *Richey*

308. Greek Patristic Texts. Critical translation and study of selected Greek texts illustrative of significant aspects of patristic theology and history from the second through the fifth century A.D. Prerequisite: permission of the instructor. *Young*

313. The Apostolic Fathers. A study of the religious thought in the writings of the Apostolic Fathers. *Young*

317. Seminar in the Greek Apologists. A study of the apologetic writings of the Greek Fathers in relation to the challenges of their contemporary world. Special attention will be given to leading protagonists of late Graeco-Roman culture, such as Celsus, Porphyry, Julian, et al. *Young*

318. Seminar in the Greek Fathers. A study of selected topics from the Greek Fathers. *Young*

338. Calvin and the Reformation in Switzerland. The theological development of John Calvin. A comprehensive examination of his mature position with constant reference to the theology of the other reformers. *Raitt*

Latin 87-88. Introduction to Ecclesiastical Latin. A study of grammar and sight reading of Classical, Medieval, and Renaissance Latin texts. (Offered by the Department of Classical Studies. For further information see Dr. Steinmetz.) 4 s.h. (2 s.h. each semester). *Newton or Staff*

See also CW 141. The Classic Age of the English Hymn.

AMERICAN CHRISTIANITY

28. History of American Christianity. A consideration of the nature of Christianity in America and the history of its development. *Henry*

199. The American Social Gospel. A study of Protestant social thought and action in America since 1865. *Henry*

296. Religion on the American Frontier. A study of the spread of evangelical Christianity as a theological and cultural phenomenon of the American West. *Henry*

377. Contemporary American Theater and Evolving Theological Forms. An examination of creed and ritual implicit and explicit in contemporary American theater of stage, film, and television. *Henry*

384. Religious Dissent in American Culture. History and significance of dissent in the theology and culture of America. *Henry*

385. Religion in American Literature. A critical study of the meaning and value of religious motifs reflected in American literature. *Henry*

395. Christian Thought in Colonial America. Exposition of the main currents in Protestant theology. *Henry*

396. Liberal Traditions in American Theology. A study of the main types of modern religious thought, beginning with the theology of the Enlightenment. *Henry*

397. Contemporary American Theology. A critical appraisal of major tendencies. *Henry*

HISTORY OF RELIGIONS

180. Introduction to Asian Religions. Preliminary consideration of problems and methods in the study of religious traditions, followed by a survey of the historical development, beliefs, practices, and contemporary significance of the Islamic religion and the religions of India, China, and Japan. *Staff (Department of Religion)*

See other courses offered in the Department of Religion.

III. Theological Studies

CHRISTIAN THEOLOGY

32. Christian Theology. The major themes of the theology of the Church. 4 s.h. *Cushman, Herzog, and Langford*

108. Major Types of Protestant Theology. A survey of Protestant theology from the Reformers to Karl Barth. (For juniors only.) *Cushman, Herzog, or Langford*

110. This Life and the Age to Come. Christian eschatology and the meaning of history in the light of God's triumph over sin, suffering, and death. 3 s.h. *Robinson*

200. The Person and Work of Christ. The problem of knowledge of Christ and formulation of a doctrine of his work and person in the light of Biblical eschatology. Prerequisite: CT 32. *Cushman*

210. Contemporary British Theology. Selected problems in representative British theological writings after 1900. *Langford*

211. Authority in Theology. The idea and function of authority in theology. *Langford*

212. The Doctrine of the Holy Spirit. A study of the person and work of the Holy Spirit. *Langford*

214. The Christian Doctrine of Salvation. Systematic exposition and re-statement of the historic faith of the Church in relation to representative secular alternatives of ancient and modern times. Prerequisite: CT 32 or equivalent. *Cushman*

215. The Nature and Mission of the Church. Christian understandings of the church, Biblical, historical, contemporary, with a view toward ecumenical doctrinal construction. *Herzog*

216. Kierkegaard Studies. Critical examination of selected works. *Robinson*

217. Theological Explorations. A seminar on contemporary theological issues, content to be designated by the Theological Division. *Staff*

224. Conceptions of Man in Western Thought. An analysis and interpretation of important types of philosophical and theological theory. *Richey*

225. The Christian Understanding of Human Nature and Destiny. Representative historical and recent theological interpretations of human nature, predicament, deliverance, and possibility. *Richey*

226. Theology and Contemporary Secular Understandings of Man. Critical theological examination of selected current interpretations of human nature and the human situation. *Richey*

272. Theology of Paul Tillich. An examination of Tillich's philosophical theology. *Robinson*

300. Systematic Theology. Method and structure of systematic theology, the doctrine of God, theological anthropology, and Christology. Prerequisite: CT 32 or equivalent. *Cushman, Herzog, and Langford*

303. The New Hermeneutic and the Idea of History. A critical examination of key thinkers in present-day European systematic theology (Fuchs, Ebeling, Moltmann, Ott, and Pannenberg) in the light of Ernest Bloch's philosophy. Prerequisite: CT 32. 3 s.h. *Cushman and Herzog*

320. Theology, Power, and Justice. Critical examination of a major theme of modern thought in Schleiermacher, Hegel, Marx, and Tillich. *Herzog*

322. Nineteenth-Century European Theology. Protestant theology from Kant to Herrmann. *Herzog*

325. Philosophical Theology I. Theology, as the knowledge of God, considered in dialogue with selected pagan and Christian philosophers from Plato to Kant. Prerequisite: CT 32 or equivalent. *Cushman*

326. Philosophical Theology II. Main problems of philosophical theology in the modern period. Prerequisite: CT 325 or permission of instructor. *Cushman*

328. Twentieth-Century European Theology. Critical examination of the thought of selected Protestant theologians from 1900 to 1950. Prerequisite: CT 32. *Cushman and Herzog*

352. Seminar in Christian Theology. Research and discussion of a selected problem in the systematic field. *Staff*

CHRISTIANITY AND CULTURE

101. Types of Religious Philosophy. Basic historical orientation of religious thought, especially in Western culture. *Robinson*

102. Science and Biblical Theism. Presuppositions, method, and content of scientific knowledge in physics and biology in relation to creation and providence. *Robinson*

229. Tragedy and Christian Faith. An analytical and constructive philosophical interpretation of the fundamental tragic dimension of human life in the light of a Christian theological understanding. *Robinson*

CHRISTIAN ETHICS

33. Christian Ethics. Theological assumptions, ethical principles, and their application to contemporary issues of Christian social policy. *Beach, Lacy, and H. Smith*

107. The Biblical Bases of Christian Ethics. Examination of major themes and moral teachings principally in the Decalogue, the Gospels, and the Epistles, with application to some contemporary issues. Prerequisite: OT 11, NT 18, or equivalent. *H. Smith*

113. Contemporary Issues in Christian Morals. Constructive examination of selected areas of public and private morality. *Beach or H. Smith*

115. Christian Social Action in the Local Church. Christian ethical principles, resources, procedures, and programs for pastoral leadership in parish social action. 2 s.h. *H. Smith*

122. Moral Theology in the Nineteenth Century. Critical and comparative examination of ethical theory as exhibited in the work of representative theologians. *H. Smith*

194. The Protestant Church and American Culture. Analysis from the perspective of Christian ethics of current problems in the interpretation of church and culture with explicit reference to the parish setting. *H. Smith*

243-244. Interdisciplinary Seminar in Medical-Legal-Ethical Issues. A seminar composed of students and faculty from the Medical, Law, and Divinity Schools for critical consideration of selected pertinent issues of mutual professional interest. *H. Smith and Others*

245. Ethics in World Religions. Moral foundations, assumptions, and applications in such historic faiths as Hinduism, Buddhism, Confucianism, and Islam, in the light of Christian ethical perspectives. *Lacy*

262. Marxist Ideology and Christian Faith. Comparative examination of Communist and Christian doctrines such as man, society, sin, history, and eschatology together with an introduction to the contemporary dialogue. *Lacy*

292. Christian Ethics and International Relations. An examination of Christian attitudes toward such issues as war and peace, the rule of law, foreign aid, and human rights; and the Church's contribution to international policies and institutions. *Lacy*

383. Moral Theology in the Twentieth Century. Critical and comparative examination of ethical theory as exhibited in the work of selected contemporary theologians. *H. Smith*

388. Ethics and Medicine. A critical study of selected aspects of modern

biomedical technology with special reference to the ethical assumptions informing their development and practice. *H. Smith*

389. Christian Ethics and Contemporary Culture. A study of the interaction between Christian thought and current secular social theory. Prerequisite: permission of the instructor. *Beach*

390. Current Problems in Christian Ethical Theory. A critical study of dominant issues in Christian ethics: such as community, conscience, contextualism, power, and technology. *Beach*

391. Historical Types of Christian Ethics I. A critical study of representative statements of Christian ethical theory through the early Reformation. *Beach*

392. Historical Types of Christian Ethics II. A continuation of CHE 391, from the Reformation through current Christian ethical theory. *Beach*

394. Christianity and the State. "Civil religion" in its historic development and contemporary expressions in America. Christian Ethical premises of democratic political theory and practice. The relationships of church and state. *Beach*
See also OT 130. Seminar on Death and Dying.

BLACK CHURCH STUDIES

100. Introduction to Black Theology. An examination of the historical roots of Black theology with special attention to the treatments of traditional themes and problems in theology by Black theologians and their rationale for the Black theological enterprise. *Edwards*

124. The Black Church in America. A consideration of the historical and theological development of the separate Black Christian denominations in America with attention to some of the major leaders, Black worship, and Black preaching. *Edwards*

126. Black Religion and Social Conflicts in America. An examination of some of the reactions of Black religious groups to the limits placed upon Black people in American life, efforts made to break down racial barriers in society, and attempts to institutionalize Black responses to such barriers. *Edwards*

191. The Church and Power. The relationship of the institutional church to other groups in the community which exercise power. *Edwards*

198. Ethics from a Black Christian Perspective. Analysis of the theological ethics of George Kelsey, Martin Luther King, Jr., Joseph R. Washington, James H. Cone, J. Deotis Roberts, and Major J. Jones. *Edwards*

WORLD CHRISTIANITY AND ECUMENICS

24. The Christian World Mission. A study of theological foundations, guiding principles, and contemporary problems of the world Christian community. *Lacy*

133. The Expansion of Christianity. A survey of the spread of Christianity and the growth of the Church with special emphasis on nineteenth and twentieth century Protestantism in the non-Western world. *Lacy*

135. Contemporary Issues in the World Church. Analysis of political, social, cultural, and religious conditions in a selected area of the world, and of theological-ethical insights and perspectives within the indigenous Christian community. *Lacy*

156. The Ecumenical Movement. Its contemporary development, structures,

activities, and problems, against the background of Church unity and disunity. *Lacy*

386. Seminar: Christianity in Dialogue with Other Faiths. Contemporary currents of Christian thought as they relate to resurgent non-Christian religions and involve new formulations of a theology of mission. *Lacy*

IV. Ministerial Studies

THE CARE OF THE PARISH

128. An Organization Development Approach to Church Administration. A study of the pastor's role as participant-facilitator with attention to organizational theory and facilitative skills employing the group workshop method of learning. *Ingram*

129. The Pastor as Consultant to Church Organization. A consideration of the pastor's role as organizational consultant with special emphasis on data gathering, diagnosis, and intervention using experiential learning designs. *Ingram*

146. Church Building. The role of the pastor in planning and executing building programs in the local church: architectural consideration and counsel, building requirements, and plans. 2 s.h. *Nesbitt*

148. Christian Stewardship and Church Finance. A seminar to consider the principles of stewardship, education, budget-making, enlistment in church support. 2 s.h. *Ingram*

150. Church and Community. The structure and dynamic factors shaping the present-day community together with their import for the work of the Church. *Wilson*

151. The Town and Country Church. The small church, the circuit church, circuit administration, larger parish and group ministry, and the Town and Country movement. 2 s.h. *Nesbitt*

152. Evangelism and the Local Church. A study of the nature, purposes, and methods of contemporary Christian evangelism with special attention to the local church. *Ingram*

153. Comparative Polity and Ecumenics. A study of selected examples of church polity as represented in the Catholic and Protestant traditions in relation to present-day developments. *Ingram*

154. The Urban Church. The function, nature, program, and administration of the effective city church and of the urban minister's distinctive task. *Wilson*

155. A, B, C, D. Church Polity.

A. *The United Methodist Church.* A study of the history of Methodist government and contemporary polity. *Ingram*

B. *The Baptist Churches.*

C. *The United Church of Christ.*

D. *The Presbyterian Churches.*

157. The Church and Social Change. A sociological study of the relationship of the church to the process of social change, including the role of the church as innovator, the church as participant in social movements, method(s) of accomplishing change, and the religious leader as an agent of social change. *Wilson*

159. The Church and Extremism. A study of extremist groups, including

their ideology, activities, and methods of operation. Particular attention will be given to ways by which the congregation and clergyman can deal with such organizations in the local community. *Wilson*

179. Church Research. Methods of research and survey for the gathering, analysis, and interpretation of church and community data, together with preparation and use of denominational statistics. *Wilson*

189. The Multiple Staff Ministry. Group work, leadership, and organizational theories as applied to staff ministries in large church and cooperative parish settings. *Ingram*

220. Seminar in Contemporary Ministries. A seminar in patterns and issues of contemporary ministries, content to be designated by the Ministerial Division. *Staff*

CHRISTIAN EDUCATION

101. Faith and Nurture. Foundations in theology and educational theory for the teaching ministry of the Christian community. *Richey*

105. The Church as a Learning Community. A basic introductory course on the nature of religious communities and the means by which they evolve, sustain, and transmit faith, values, and lifestyles—with implications for planning and designing intentional learning experiences within the total life of Christian faith communities. (Open to area clergy and laity.) *Westerhoff*

106. Educational Ministries in the Church. Planning, designing, and facilitating educational experience in faith communities. Prerequisite: CED 105 or equivalent. *Westerhoff*

167. Theology and the Laity. A study of contemporary lay movements and centers, the ministry and mission of the laity in Church and world, and the ministry of teaching in the lay renewal of the Church. *Richey*

169. Major Issues in Christian Education. Critical examination of selected issues in Christian Education. *Richey*

175. Liturgy and Education. The nature and role of rites and rituals; learning, prayer, and the spiritual life; and education for Baptism, Confirmation, and the Eucharist. *Westerhoff*

185. Religious Education and the Arts. The place and the effect of imagination in religion and education, and the use of the arts in religious education. *Westerhoff*

202. Foundations for Religious Education. A Colloquium. Integrating the theological disciplines (Biblical, historical, theological, and ethical) and religious education. *Westerhoff and Others*

214. Religion and Higher Education. A seminar for those preparing for campus ministries and the teaching of religion in colleges and universities on selected topics related to religion in higher education. Prerequisite: permission of the instructor. *Westerhoff*

218. Research Seminar in Religion and Education. Various research techniques applied to issues in religion and education. Prerequisite: permission of the instructor. *Westerhoff*

220. Seminar in Religious Education. *Staff*

222. Issues in Theology and Christian Education. A seminar in selected

theological issues such as the doctrine of man or revelation and their implications for education. Prerequisite: permission of the instructor. *Richey*

228. Mass Media and Education. An examination of the nature and influence of mass media and their use in religious education and professional ministry, with experience in television, radio production, film-making, and newspaper and magazine journalism. *Westerhoff*

The following are graduate courses in the University Department of Education which are especially recommended for cognate work.

206. Studies in the History of Educational Philosophy

217. Psychological Principles of Education

221. Program in Early Childhood Education

222. New Developments in Educational Curriculum

249. Exceptional Children

260. Introduction to Educational Research

343. History of Higher Education

PASTORAL PSYCHOLOGY

70. Group Process and Personal Identity. A small group experience to enhance personal growth and explore personal identity and interpersonal styles of relating. 2 s.h. *Staff*

170. Pastoral Conversation. A consideration of the nature of the pastor's conversation with people in his total caring ministry grounded in the person-centered understanding of personality processes and human relationships, using textual and conversational materials. *Goodling*

171. Pastoral Counseling. Consideration of the structures and processes of pastoral counseling; pastoral evaluation, referral, intake, contract, goals, transference, termination, and other special problems. Prerequisite: permission of instructor. *Goodling*

172. Pastoral Care in Marriage and Family Life. Pastoral care in marriage and family life with special emphasis on premarital guidance within the context of the local church's program of family life education. *Goodling*

173. Psychotherapy and Sanctification. An analysis of structuring and growth processes in psychotherapy in the light of a Christian understanding of sanctification. *Mickey*

174. Religion and Personality Processes. Psychological and religious interpretation of man's basic experiences; personality factors in religious development; psycho-dynamic meanings and uses of religious beliefs and practices. *Goodling or Mickey*

175. Pastoral Care Ministries in Critical Human Situations. A seminar utilizing lectures by visiting professionals, case materials, resource films and readings, to inform ministers on the causal factors, behavioral patterns, preventive and treatment programs, and the role of the church and minister in such problems as alcoholism, drug addiction, dying and death, juvenile offenses, marital crisis, suicide, mental retardation, sexual deviation, psychiatric disorders. *Goodling*

175A. Special Practicum Projects. For advanced students who want additional clinical experience under supervision in a pastoral care setting (inner-city; alcoholic rehabilitation; counseling, etc.). *Staff*

***176, A, B, C, D. Pastoral Care and Persons in Institutions.** A. Lectures by staff and ward visits at the Dorothea Dix State Hospital in Raleigh (and related facilities: Alcoholic Rehabilitation). 3 s.h. *Staff*

B. Lectures by staff and ward visits at the Murdoch Center for the Mentally Retarded and the facilities in the Butner, North Carolina complex (State Hospital, Alcoholic Rehabilitation, Training School). *Staff*

C. Lectures by staff and ward visits at the Central Prison in Raleigh and related correctional facilities. *Staff*

D. The Church's ministry to the elderly and homebound explored through lectures, case conferences, and visits to the elderly and homebound parishioners of local Durham churches. *Goodling*

***177. Pastoral Care in the General Hospital Setting.** An examination, through intensive individual and group supervision, of the student's pastoral ministry to the ill, the dying, and the bereaved in the general hospital setting. Prerequisite: PP 170. *Staff*

178. Power and Restraint in the Parish. An analysis of psychopolitical dynamics of the local church. Verbatim materials from the student's church work will be utilized in the course. *Mickey*

180. Women and Pastoral Psychology. A seminar utilizing lecture-discussions by visiting professionals, case materials, and shared research dealing with feminine psychology, the relationship of culture to counseling, and the dynamic of sexuality in counseling. *Mickey*

271. Marriage and Family. The psychodynamics of marital conflict and family problems; principles and procedures in marriage and family counseling. (For seniors and Th.M. candidates.) *Detwiler*

273. Problems of Methodology in Pastoral Theology. An investigation of problems in relating materials from theology and personality disciplines as they are found in pastoral theology, with a view toward the development of a consistent methodology. (A research seminar: open to seniors and Th.M. students, by permission of the instructor.) *Mickey*

274. Research Problems in Pastoral Psychology. Research methods and areas of investigation in pastoral psychology. 2 s.h. *Goodling*

275. Individual Study in Pastoral Psychology. Selected readings in major issues in pastoral psychology issuing in a research or honors paper. 2 s.h. *Staff*

277. A, B, C. Clinical Pastoral Education. Clinical pastoral education (CPE) in accredited training centers.

A. Summer quarter of CPE. 4 s.h.

B. Fall semester of CPE. 4 s.h.

C. Spring semester of CPE. 4 s.h.

278. Psychological Theories of Personality. A systematic presentation of leading personality theories, with reference to developmental processes (motivation, cognition, learning, etc.) and their implications for Christian ministry. *Mickey*

279. The Caring Ministry of the Laity Through Personal Groups. Personal experience in a group counseling process to develop a methodology for training lay leadership in the ministry of pastoral care through group experience. 2 s.h. *Goodling*

*The Pastoral Psychology Staff suggests that a student elect no more than one of the institutional courses (176A, B, C, D, or 177). Students interested in institutional training beyond one such course are encouraged to apply for a CPE quarter.

281. A, B. Pastoral Counseling Practicum. Individual and group supervision of several types of pastoral counseling with people in different crisis and growth situations. The student will be working part time as a minister of counseling in a local church situation. Prerequisite: permission of the instructor. 8 s.h. *Staff*

282. A, B. Pastoral Psychology Literature Seminar. Critical and constructive reviews of pertinent literature in the field for Th.M. students only. A full-year course. 2 s.h. *Goodling or Mickey*

PREACHING

30. Theory and Practice of Preaching. The development of a theory of preaching and methods of sermon construction, including clinical experience in preaching sessions and local church settings. *Staff*

180. From Text to Sermon. Preaching from Biblical sources. Emphasis upon the goal and methodology of exegesis, the hermeneutic problem, and verbal communication in the present. Prerequisite: OT 11, NT 18, or equivalent. *Staff*

181. Advanced Sermon Analysis Seminar. A critical study, on the basis of selected sermons and student presentations, of principal and practical problems facing the contemporary preacher. *Bergland and Others*

182. Advanced Preaching/Practice and Evaluation. An advanced laboratory course for extra competence in the preparation, delivery, and evaluation of sermons. (Prerequisite: PR 30 and permission of instructor.) *Bergland*

183. Preaching in the Black Community. A study of the style and content of Black preaching with attention to the unique roles of Black preachers in society. An analysis of the essential characteristics of preaching in the Black church. *Staff*

185. Preaching Values in Non-Biblical Sources. A critical examination of select samples of contemporary drama, poetry, and fiction, for homiletical purposes. *Staff*

186. Twentieth Century Preaching. A study of contemporary preaching based on printed, recorded, audio-, and video-taped sermons of leading homileticians of our age. *Staff*

187. Pre-Reformation Preaching. Sermons, handbooks, and other historical sources studied in relation to Biblical preaching and the liturgical church, the problem of popular ministry and the issues of Christian reform. Prerequisite: CH 13. *Staff*

188. Post-Reformation Preaching. A study of the theological trends and significant personalities in the preaching tradition from the sixteenth century to the present. *Staff*

189. Preaching in Context. An analysis of preaching in the context of worship with consideration of the church and liturgical year, ecclesiastical environment, and the contemporary situation. *Bergland*

193. Theology and Preaching. An examination of the relation of systematic theology and homiletical presentation. *Staff*

196. Preaching in the Parish. A consideration of preaching in relationship to pastoral duties and the total task of ministry with attention to week-by-week preaching in the parish setting. Some attention will be given to funerals and crisis situations. *Bergland*

203. Dialogical Preaching. An attempt to meld the senior person's experience in principal seminary disciplines into a dialogical hearing-teaching-preaching-being in the community of faith. (Spring 1977.) *Marney*

WORSHIP AND CHURCH MUSIC

34. Reading Aloud and Leading Worship. Practice in leading worship and reading the liturgies of the Church. Master-Session and Practice groups. 1 s.h. 2 s.h. by permission of instructor. *Staff*

141. The Classic Age of the English Hymn. Eighteenth century development of the English hymn with special reference to Watts and the Wesleys, their precursors and successors. 2 s.h. *Baker*

167. The Sacramental Celebrations. Study of the sacraments in the context of the Gospel Year and the rites of passage celebrating birth, adolescence, maturity, and death. Practice in leadership, using the resources of the Communication Center.

178. Christian Worship. A survey of the history of Christian corporate worship. Examination of the major Biblical, historical, and theological developments in worship from Old Testament times to the present. Readings in liturgical thought through the ages with comparative study of selected liturgical traditions. *Willimon*

180. Church Music. A two-fold study including: (1) a survey of the great monuments of church music; (2) musicianship, songleading, and basic conducting with an emphasis upon the selection and use of hymns and other music from the *Methodist Hymnal* in public worship. *Hanks*

182. Chapel Choir. Students who successfully complete CW 180 before graduation may qualify for credit of one-half s.h. for each semester of effective participation in the Chapel Choir up to a limit of 2 s.h. Choir membership, granted by audition, affords opportunity for the study of the history and background of church music and practical consideration of it in the context of public worship. *Hanks*

184. New Forms of Worship. Workshop in corporate worship as central in the liturgical life of the Church, and of both traditional and innovative means of communication, celebration, and witness, through shared experiences in multimedia center, field visits, and mini-workshops with resource persons in the various media.

V. Clinical Training and Internships

CLINICAL TRAINING IN PASTORAL PSYCHOLOGY

Students may earn up to four credits for a quarter or unit of Clinical Pastoral Education (six credits for an internship year) in programs accredited by the Association for Clinical Pastoral Education (ACPE).

Students involved in clinical training under the direct supervision of members of the Pastoral Psychology staff during the academic year should register for credit under PP 277 for four semester hours of credit. Students should apply for such training through the Director of Programs in Pastoral Psychology.

Students involved in clinical training in summer CPE quarters should register with ACPE and the Director of Programs in Pastoral Psychology as soon as accepted for training by a chaplain supervisor. Upon the receipt of a supervisor's report at the end of the training period the student will receive four hours of transfer credit.

INTERNSHIPS

Students may qualify for an internship when they have satisfactorily completed two full years of the Master of Divinity curriculum and are registered as a student in good standing in the Divinity School. In consultation with the Director of Field Education and a faculty adviser, an individually designed internship may be developed in a particular ministry vocational area of interest. Six semester hours will be given for an approved internship. Prior plans must be developed with the Director of Field Education and properly registered in the registrar's office before credit can be applied.

125-126. Special Ministry Internship. When a student needs to develop professional competencies in a highly specialized form of ministry, the Director of Field Education will assist in designing an appropriate learning contract and in negotiating for a suitable placement setting, provided the arrangements meet the basic criteria approved by the Field Education Committee.

131-132. Ministry Through Social Agency Internship. A twelve-month placement in a regular personnel position in a social service agency to meet the job description of the agency and to develop a personal mode and style of ministry in a secular setting through understanding, appreciation, involvement in, and critical theological reflection upon environment, structures, values, and decision-making processes as conveyed by the conduct of the agency.

137-138. Parish Ministry Internship. A twelve-month placement, individually designed to engage the student in specified learnings in a wide variety of ministry functions in a local parish, under qualified supervision and using the guidelines of a learning contract.

143-144. Campus Ministry Internship. A nine to twelve-month placement in approved locations designed to provide special learnings in delivering a ministry to college students under qualified guidance and utilizing a learning contract which specifies seminars, a personnel journal, directed readings, and consultations to develop competency in these functions.

175-176. Clinical Pastoral Education. A twelve-month placement in a clinical program accredited by the Association for Clinical Pastoral Education (ACPE).

197-198. Mission Internships. A special internship to prepare for service in Church Missions may be arranged by enlisting in the National or Overseas program of the United Methodist Board of Global Ministries for one to three years. As a requirement for agency planning, applications should be initiated in the fall of the middler year. Other denominational and/or work-study experiences abroad may be given field education credit by special arrangement with the Director of Field Education.

Other types of internship setting may be negotiated in consultation with and by approval of the Director of Field Education.

Department of Religion—Graduate Courses

The following courses are offered periodically in the Graduate Department of Religion by Department of Religion faculty and may be taken by Divinity students with permission of the instructor.

217. Islam in India

218. Religion in Japan

228. The Theology of the Gospel and Epistles of John

230. The Meaning of Religious Language

- 231. Seminar in Christianity and Contemporary Thought
- 232. Religion and Literature: Perspectives and Methods
- 233. Modern Narrative and Religious Language
- 244. The Archeology of Palestine in Hellenistic-Roman Times
- 248. The Theology of Karl Barth
- 249. The Church in Contemporary Theology
- 280. The History of Religions
- 281. Phenomenology and Religion
- 282. Myth and Ritual
- 283. Religions of East Asia
- 284. The Religion and History of Islam
- 285. The Vedic Tradition
- 287. The Scriptures of Asia
- 288. Buddhist Thought and Practice
- 289. World Religions and Social Change
- 293. Sociological Analysis of Religion
- 294. Institutional Analysis of Religious Bodies
- 295. Ethics and Economic Life
- 361. Language and Biblical Criticism
- 380. Existentialist Thought

Appendix

ENROLLMENT SUMMARY 1975-76

Divinity School Students, total 346

321	M.Div.	(241 men, 80 women)
3	M.R.E.	(3 women)
10	Th.M.	(8 men, 2 women)
12	Special	
	Students	(5 men, 7 women)

Graduate Division of Religion Students, total 47

3	M.A.
44	Ph.D.

Total: 393 students

DENOMINATIONS REPRESENTED 1975-76

United Methodist	216	Assemblies of God	1
Undeclared/nonaffiliated	23	Church of Christ	1
Episcopal	15	Church of England	1
United Church of Christ	15	Church of Scotland	1
Presbyterian Church, U.S.	13	Congregational	1
Southern Baptist	12	Evangelical Covenant Church of	
Baptist	6	America	1
United Presbyterian	6	Independent Christian Church	1
Disciples of Christ	5	Korean Methodist	1
Lutheran	5	Methodist, Australia	1
Presbyterian	4	Moravian	1
Christian Methodist Episcopal	3	National Baptist	1
United Holy Church of America	3	Pentecostal Assemblies of the World	1
African Methodist Episcopal Zion	2	Progressive Baptist	1
Missionary Baptist	2	Roman Catholic	1
American Baptist	1	Unitarian	1

GEOGRAPHICAL DISTRIBUTION 1975-76

North Carolina	97	Arkansas	2
Virginia	19	Connecticut	2
Pennsylvania	12	Idaho	2
Alabama	9	Kansas	2
Florida	8	Massachusetts	2
West Virginia	8	Minnesota	2
Illinois	5	Mississippi	2
Michigan	5	New Jersey	2
New York	5	Oregon	2
Ohio	5	California	1
South Carolina	5	Louisiana	1
Texas	5	Maine	1
Georgia	4	Missouri	1
Indiana	4	New Hampshire	1
Delaware	3	New Mexico	1
Kentucky	3	Washington, D.C.	1
Maryland	3	Wisconsin	1
Oklahoma	3	Foreign: China	1
Tennessee	3	Korea	1

DEGREES CONFERRED AT COMMENCEMENT, 1975

Master of Divinity

Dennis Marion Adams
Warren Clark Barfield
Philip Loren Bostrom
Richard E. Butler

Michael Thomas Cash
Buddy Joe Champion
William Christopher Cooper
George Edward Curtis III

Douglas Richard Dowling
 Walton Charles Dunbar
 Joe R. Errington
 Allen Wayne Evans
 Pearl Whichard Evans
 Frederick Anderson Ferguson
 Wilay Hard Garrett, Jr.
 Ray Thomas Gooch
 John Ronald Gordy
 Ronald Clay Grunke
 Susan Raye Halse
 William Lee Hamer, Jr.
 Nat Hamlin, Jr.
 Fletcher Edward Harris, Sr.
 Lawrence Foy Hays, Jr.
 Geoffrey C. Hemenway
 Andrew Lee Henry
 Koichi Hirano
 Norman Dewey Holcomb, Jr.
 Boyd Marshall Holliday
 Patrick McCain Hughey
 Kara Pierce Hurley
 Lane Christman Hurley
 Mary Elaine Hurmence
 Gregory Blaine Iverson
 Chi Bon Jang
 David O. Jenkins
 Janice Fowler Johnson
 Joseph Johnson

Benjamin Dale Killian
 Earl Richard Knox
 Barry William Lane
 Paul Lee Leeland
 Molly Levin
 William Lowndes Lipscomb
 Archie Doyster Logan, Jr.
 John Alvin Magnuson, Jr.
 Arthur Lee McClanahan
 Michael Dean McLaurin
 Kenneth Robbins Moore, Jr.
 Marvin Louis Morgan
 John Edward Morrison
 Clarence G. Newsome
 David Carey Noyes
 Marshall Roy Old
 William Edward Privette
 Harry Vernon Quiett
 Robert Charles Redmond
 Robert Eugene Roach
 Michael Wayne Safley
 Bobby Huel Sharp
 Helen Elizabeth Steiner Smith
 Jesse C. Staton, Jr.
 Lee Hylton Strange
 Charles Bedford Terrell
 John Banks Wates, Jr.
 John Andrews Wessels
 Betty Wolfe

Master of Theology

Leonard C. Byers II
 Earl George Dulaney
 Paul Lee Leeland
 John W. Lipphardt, Jr.

Andrew Purves
 Philip Stone Ratliff
 Gerald Thomas Richards
 Geraldine Sullivan

DEGREES CONFERRED AT COMMENCEMENT, 1976

Master of Divinity

Johnny Lee Adams
 Charles Webster Armour
 Frederick Lewis Baker, Jr.
 Robert Archibald Barber, Jr.
 Ralph Owens Barrow
 Michael Anthony Battle, Sr.
 Yvonne Beasley
 Nancy Ruth Best
 John J. Borens
 Robert Casby Brizendine
 Wesley Freeland Brown
 David K. Bucey
 Willie E. Butler
 James Maurice Caldwell
 Sally Louise Campbell
 David S. Clift
 Stephen Edward Cross
 Lawrence Andrew Culbertson
 Melvin Dean Cutler
 Cheryl Harrison Davidson
 William George Davidson
 Franklin McLeod Dew
 Truman Lee Dunn
 Lonnie Eugene Edmonson
 Edward Bruce Fitzgerald

David H. McDowell-Fleming
 Pamela Haddon Ford
 Jimmie Caldwell Furr
 Rex Lewis Gibbs
 Norman Brooks Graebner
 David Ronald Grissom
 Jennie M. Guffey
 Linda Wolford Hawkins
 Gregory Theodore Headen
 Deborah Gates Hemenway
 Gordon Earl Hendrickson
 Charles Lawton Herrin
 Walter Summersett Hill
 Alvin O'Neal Jackson
 Sadye Joyner
 Jacob Lawson Kincaid, Jr.
 David Jens Knapp
 Kathy Lynn Kosanovich
 Warren D. Langer, Jr.
 William Joseph Lear
 Robert Elbert Lowdermilk III
 Charles Allen Maloney
 Claude Thomas McCollough, Jr.
 David Blair Merriman
 Wilbert L. Mickens, Jr.

John Patrick Mills, Jr.
 John Barrineau Morris
 Philip Eugene Motlev
 Mark Victor Ogren
 Daniel Henry Ottaviano
 Francis Marion Parr
 William Foster Pegg, Jr.
 Charles Mark Plummer
 Steven Knight Rainey
 Robert Michael Reed
 Frederick E. Roberts

Gerald Steven Sallee
 Herbert Mitchell Simpson
 John Clark Smith III
 Paul Thomas Stallsworth
 Pamela Ann Stewart
 Richard R. Stuempfle
 Sher Lynn Sweet
 Lena Rachels Tucker
 Margaret Atkins Turbyfill
 Dennis Y. Washburn
 Patricia Diane Weddington

Master of Religious Education

Julianna Elizabeth Stanaland-Plummer

Master of Theology

Wallace Hisashi Kuroiwa
 Archie Doyster Logan, Jr.
 George H. Murray IV

Terence John Rowland
 Pamela Anne Turner
 Bernard L. Windmiller

INSTITUTIONS REPRESENTED

Albion College	2	Hollins College	1
Albright College	3	Huntingdon College	2
Alma College	4	HwaKiu College	1
American University	4	Illinois State University	3
Appalachian State Teachers College	1	Indiana University	2
Arkansas Agriculture and Mechanical College	1	Jacksonville State College	1
Athens College	1	Johnston College	1
Atlantic Christian College	3	Lambuth College	1
Barber Scotia College	1	Lebanon Valley College	1
Baylor University	2	Lenoir-Rhyne	2
Bennett College	1	Livingstone College	2
Berea College	1	Mars Hill College	1
Birmingham-Southern College	2	Maryville College	1
Calvin College	1	Mary Washington College	1
Campbell College	1	McMurray College	3
Carleton College	1	Meredith College	3
Catawba College	3	Methodist College	4
The Citadel	1	Methodist Theological Seminary (Seoul)	1
Claflin University	2	Mississippi State University	1
College of Idaho	1	Morningside College	1
College of William & Mary	2	Morris Harvey College	1
College of Wooster	1	Newberry College	1
Connecticut College	1	North Carolina A & T State University	4
Davidson College	3	North Carolina Central University	3
Drew College	1	North Carolina Wesleyan College	13
Duke University	16	North Texas State University	1
East Carolina University	1	Oberlin College	4
East Tennessee State University	1	Ohio State University	1
Elon College	4	Ohio Wesleyan University	2
Fairmont State College	1	Otterbein College	1
Fayetteville State College	1	Pembroke State University	3
Florida State College	1	Pennsylvania State University	1
Georgia Southern College	1	Pfeiffer College	7
Gettysburg College	1	Portland State University	1
Greensboro College	2	Randolph-Macon Woman's College	2
Gustavus Adolphus College	1	Rice University	1
Hampton Institute	1	Simpson College	1
Hanover College	1	Smith College	1
Harvard University	1	Southern University	1
High Point College	6	Southwestern University	1
Hiram College	2	State University of New York at Buffalo	1
		Stetson University	1

Thiel College	1	University of South Florida	3
Union College	3	University of Southern Mississippi	1
University of Alabama	2	University of Tennessee at Chattanooga	1
University of Arizona	1	University of Virginia	4
University of Colorado	1	Vanderbilt University	1
University of Delaware	1	Virginia Commonwealth University	1
University of Evansville	1	Virginia State College	1
University of Kansas	1	Virginia Union University	1
University of Kentucky	2	Virginia Wesleyan College	2
University of Maryland	1	Wake Forest University	2
University of Massachusetts	1	West Virginia State College	1
University of Montevallo	1	West Virginia University	1
University of North Carolina at Chapel Hill	13	West Virginia Wesleyan	3
University of North Carolina at Greensboro	4	Western Maryland College	2
University of North Carolina at Wilmington	3	Wheaton College	2
University of Oklahoma	1	Winston-Salem State University	1
University of South Carolina	2	Wofford College	4

ENROLLMENT 1975-76

Candidates for the Master of Divinity Degree

Abel, Joanne Elizabeth (B.S., Georgia Southern College), Atlanta, Georgia
Adams, Johnny L. (B.A., Miles College), Bessemer, Alabama
Albert, Mary Frances (B.A., Rice University), McAlester, Oklahoma
Allred, Donald Howard (A.B., Pfeiffer College), Henderson, North Carolina
Anderson, Fremont Franklin, Jr. (B.A., North Carolina Wesleyan College), Hagerstown, Maryland
Antinucci, Christie Lynn, (A.B., Albright College), Katonah, New York
Arey, John Vincent, Jr. (A.B., University of North Carolina at Chapel Hill), Concord, North Carolina
Armour, Charles Webster (B.A., State College of Arkansas), Jacksonville, Arkansas
Atwood, David Randolph (B.A., Methodist College), Roseboro, North Carolina
Baker, Frederick Lewis, Jr. (B.A., College of William & Mary), Falls Church, Virginia
Barber, Robert Archibald, Jr. (B.A., Wofford College), Columbia, South Carolina
Barger, Allan Lowell (B.A., Berea College), Lexington, Virginia
Barrow, Ralph Owens (B.A., University of Alabama), Mobile, Alabama
Barrows, Robert Knight, Jr. (B.A., Wake Forest University), Groton, Connecticut
Battle, Michael Anthony (B.A., Trinity College), St. Louis, Missouri
Beasley, Yvonne (B.S., Johnson C. Smith University), Bayboro, North Carolina
Berdel, Charles Arthur (B.A., University of Evansville), Indianapolis, Indiana
Bernard, Carol Woodson (B.A., Duke University), Houston, Texas
Best, Nancy Ruth (B.A., Methodist College; M.A. Scarritt College; M.S. University of Tennessee), Franklinton, North Carolina
Biondi, David M. (B.A., Oberlin College), Monroeville, Pennsylvania
Birt, Kenneth Charles (B.B.A., North Texas State University), Greensboro, North Carolina
Bishop, Benjamin Benson (B.A. University of South Carolina), Cayce, South Carolina
Blanchard, George Franklin (B.A., North Carolina Wesleyan College), Fayetteville, North Carolina
Bland, Douglas Ross (B.S., College of Idaho), Twin Falls, Idaho
Blosser, Patricia Ann (B.S., West Virginia University), Burlington, North Carolina
Bodman, Whitney Shepard (B.A., University of North Carolina at Chapel Hill), East Boothbay Harbor, Maine
Bogie, Edward Franklin (B.S., Union College), Roxboro, North Carolina
Bond, David Farrar (B.A., Johnston College), Montgomery, Alabama
Borens, John J. (B.A., Talladega College), Dennison, Texas
Bowen, James Ellis (A.B., Pfeiffer College), Albermarle, North Carolina
Branch, Johnny Hobbs (B.A., North Carolina Wesleyan College), Littleton, North Carolina
Brizendine, Robert Casby (B.A., University of Richmond), Durham, North Carolina
*Brown, Andrew Waymond, Jr. (B.S., North Carolina A & T State University), Asheboro, North Carolina
Brown, Wesley Freeland (A.B., Methodist College), Durham, North Carolina
*Bryan, Constance Purcell (B.A., West Virginia Wesleyan College), Springfield, Pennsylvania
Bryant, Twitty Lee, Jr. (A.B., Wofford College), Spartanburg, South Carolina
Bucey, David K. (B.A., Muskingum College), McConnelsville, Ohio
Burger, Ann Hansel (B.A., Indiana University), Charleston, West Virginia

*Completed graduation requirements in December, 1975.

Burnside, Hobart William (B.A., Pembroke State University), Whitakers, North Carolina
 Burton, George Allen (B.A., Greensboro College), Reidsville, North Carolina
 Busby, Betsy Lee (B.A., Duke University), Chevy Chase, Maryland
 Butler, Willie Eugene (B.A., Federal City College), Washington, D.C.
 Byrum, David Michael (B.A., Hanover College), Lafayette, Indiana
 Caldwell, James Maurice (B.A., Randolph-Macon College), Delmar, Delaware
 Calloway, Nancy Laine (B.A., Mars Hill College), Durham, North Carolina
 Campbell, Sally Louise (B.A., Duke University), Westfield, New Jersey
 Carruth, Robert Kelly (B.A., North Carolina Wesleyan College), Durham, North Carolina
 Chavis, Eric Noel (B.S., Hampton Institute), New York, New York
 Clever, Alva John Edwin (B.A., College of William & Mary), Yorktown, Virginia
 Clift, David Spencer (B.S., Union College), Ft. Mitchel, Kentucky
 Cole, Anne Simpson (B.A., North Carolina Wesleyan College), North Carolina
 Cook, Thomas Hugh (B.A., Alma College), Bay City, Michigan
 Cross, Stephen Edward (B.A., Ohio State University), Portsmouth, Ohio
 Culbertson, Lawrence Andrew (B.A., Baylor University), Tyler, Texas
 Cutler, Melvin Dean (B.A., Virginia State College), Branchville, Virginia
 Daily, Richard Allen (B.A., University of South Florida), Tampa, Florida
 Danford, Lewis Steven (B.A., West Virginia State College), St. Albans, West Virginia
 Daniels, Jeffrey Charles (A.B., Catawba College), Millersburg, Pennsylvania
 Davidson, Cheryl Harrison (B.S., Virginia Commonwealth University), Lexington, Virginia
 Davidson, William George (B.A., Randolph-Macon College), Richmond, Virginia
 Davis, Suzanne Martin (B.A., Meredith College), Winston-Salem, North Carolina
 Dealtrey, Dale Elizabeth (B.A., Hollins College), Bethlehem, Pennsylvania
 Dew, Franklin McLeod (B.A., Wake Forest University), Lumberton, North Carolina
 Dickens, Jan Johnson (B.A., North Carolina Wesleyan College), Murfreesboro, North Carolina
 Diggs, W. Emmett Martin (B.S., Union College), Brookneal, Virginia
 Disher, Robert Milton (B.A., Catawba College), Vernon Hill, Virginia
 Dodson, Jerry Stephen (B.S., Appalachian State University), Mebane, North Carolina
 Doud, John Foster (B.A., Albion College), Elm Grove, Wisconsin
 Draper, Sara J. (A.B., Connecticut College), Geneva, Ohio
 *Dunbar, Juanice Edwards (B.S., University of Southwestern Louisiana), Opelousas, Louisiana
 Dunbar, Walton Charles (A.B., University of Southwestern Louisiana), Opelousas, Louisiana
 Duncan, Gregory Floyd (B.A., The Citadel), Tavares, Florida
 Dunn, Truman Lee (B.A., Pennsylvania State University), Durham, North Carolina
 Dykes, James Estes (B.A., University of North Carolina at Chapel Hill), Chapel Hill, North Carolina
 East, Christopher Frank, (B.A., Duke University), Durham, North Carolina
 Easterling, Larry Wayne (B.A., University of Kentucky), Richmond, Kentucky
 Echols, Thurman, Jr. (B.A., Virginia Union University), Danville, Virginia
 Eddleman, Edith Robinson (B.A., University of North Carolina at Greensboro), Lowell, North Carolina
 Edmonson, Lonnie Eugene, Jr. (B.A., Hiram College), Washington, D.C.
 Edwards, Robert Andrew (B.A., Virginia Wesleyan College), Rawlings, Virginia
 Elkins, Heather Murray (B.A., Prescott College; M.A., University of Arizona), Tucson, Arizona
 Epperley, James E. (B.A., Morris Harvey College), Charleston, West Virginia
 Ericson, Carol J. (B.A., Simpson College), Evanston, Illinois
 Estes, Gayla Greene (B.A., University of Alabama), Huntsville, Alabama
 Estes, James Harvey (B.A., University of Montevallo), Birmingham, Texas
 Ettinger, Thomas Charles (B.A., University of South Florida), Dunedin, Florida
 Evans, Walter Gartley (A.B., High Point College), Wilmington, Delaware
 Fairchild, Martha Anne (B.A., Eckerd College), Reidsville, North Carolina
 Faison, Ruth Watkins (B.A., Duke University), Clearwater, Florida
 Fenstermacher, Mark Owen (A.B., Indiana University), Walkerton, Indiana
 Fitzgerald, Edward Bruce (B.A., Huntington College), Eight Mile, Alabama
 Fleming, David Howard (Dip. Theol., Melbourne College of Divinity), Melbourne, Australia
 Ford, Pamela Haddon (A.B., Dickinson College), Northumberland, Pennsylvania
 Fowler, Sidney D. (B.A., McMurray College), Levelland, Texas
 Franklin, Robert Cecil (B.A., Lenoir Rhyne College), Drexel, North Carolina
 Fritts, Robert Edwin, Jr. (B.S., East Tennessee State University), Asheville, North Carolina
 Fulkerson, Mary McClintock (B.M., University of North Carolina at Chapel Hill), Hickory, North Carolina
 Furr, Jimmie Caldwell (A.B., Pfeiffer College), Concord, North Carolina
 Gard, Linda Kay (A.B., Oberlin College), Lancaster, Pennsylvania
 Gebhardt, Vera Mae (A.B., Pfeiffer College), Asheville, North Carolina
 Gibbs, Rex Lewis (A.B., High Point College), Asheville, North Carolina
 Gilbert, Paula Elizabeth (B.A., Huntingdon College), Mobile, Alabama

Goehring, David Jacob (B.A., University of North Carolina at Chapel Hill), Durham, North Carolina

Golden, Jacob Bowles, Jr. (B.A., Duke University), Charlotte, North Carolina

Goldston, Neria Lee (B.S., Fayetteville State University), Siler City, North Carolina

Goodman, Ralph Bentley (B.S., College of William & Mary), Raleigh, North Carolina

Graebner, Norman Brooks (B.A., University of Virginia), Charlottesville, Virginia

Granger, Paul David (B.A., University of North Carolina at Wilmington), Roxboro, North Carolina

Green, Harold William (A.B., Catawba College), Durham, North Carolina

*Greene, Gary Franklin (B.A., University of Missouri), Jefferson City, Missouri

Gregory, Sylvia Anne (B.S., Virginia Commonwealth University), Wrightstown, New Jersey

Griebner, David Matthew (B.A., Ohio Wesleyan), Lewiston, New York

Grisson, David Ronald (B.A., North Carolina Wesleyan College), Stem, North Carolina

Griswold, John Edwin H. (B.A., West Virginia University), Beckley, West Virginia

Guard, David Eugene (B.S., Portland State University), Oswego, Oregon

Gunn, George (A.B., Davidson College), Atlanta, Georgia

Guffey, Jennie Mae (B.S., Northeast Missouri State College; M.S., University of Tennessee), Huntsville, Missouri

Hackett, Charles Martin (B.B.A., University of Massachusetts), East Boston, Massachusetts

Hacklander, Paul Kenneth (B.A., Gustavus Adolphus College), Blue Earth, Minnesota

Hagans, Rodney Hugh, Jr. (B.A., Pennsylvania State University), Philipsburg, Pennsylvania

Hagens, David George (B.A., Carleton College), Western Springs, Illinois

Haines, Stephen David (A.B., High Point College), Paulsboro, New Jersey

Halsey, Katherine Neal (A.B., Greensboro College), Gainesville, Florida

Hamm, Rodney Gene (A.B., East Carolina University), Durham, North Carolina

Harper, Ruth Elizabeth (B.A., Florida Southern College), St. Petersburg, Florida

Hawkins, Linda Wofford (B.A., Duke University), Hartsville, South Carolina

Headen, Gregory Theodore (B.S., Pembroke State University), Goldston, North Carolina

Heilakka, Stephen Mapes (B.A., College of Wooster), Jenkintown, Pennsylvania

Hemenway, Deborah Gates (B.A., University of Vermont), White River Junction, Vermont

Hendon, Lawrence William (B.A., Andover Newton), Oklahoma City, Oklahoma

Hendrickson, Gordon Earl (A.B., Albright College), Springfield, Pennsylvania

Herndon, Ernest Thompson, Jr. (B.S., Methodist College), Leesburg, Virginia

Herrin, Charles Lawton (B.A., University of Alabama), Tuscaloosa, Alabama

Herring, Charles Malcolm (B.A., Pembroke State University), Roxboro, North Carolina

Hewitt, James Albert III (B.A., University of Virginia), Farmington, Pennsylvania

Hill, Gary Franklin (B.A., University of Tennessee at Chattanooga), Ooletwah, Tennessee

Hill, Walter Summersett (A.B., High Point College), Salisbury, North Carolina

Hillman, Randy Allen (B.S., Clinch Valley College of the University of Virginia), Coeburn, Virginia

*Hines, Gary W. (B.A., Campbell College), Holly Ridge, North Carolina

Hinshaw, Floyd Carter, Jr. (B.A., Elon College), Burlington, North Carolina

Hinshaw, James Ernest (B.S., Davidson College), Greensboro, North Carolina

Holder, Arthur Glenn (A.B., Duke University), Atlanta, Georgia

Hollar, Barry Lynn (B.A., University of Virginia), Singers Glen, Virginia

Hook, Samuel Scott (B.A., Wofford College), Columbia, South Carolina

Horton, Alvin James (B.A., College of William & Mary), Arlington, Virginia

Howard, Gene Douglas (A.B., Atlantic Christian College), Morehead City, North Carolina

Hynicka, Robin Michael (A.B., Albright College), Mountsville, Pennsylvania

Jackson, Alvin O'Neal (B.A., Butler University), Roanoke, Virginia

Jackson, Julius Jesse, Jr. (B.A., Alma College), Taylor, Michigan

Jenkins, Alonzo C. (B.A., Claflin College), Rock Hill, South Carolina

Jenkins, Keith Allen (B.A., Southwestern University), Houston, Texas

Johhson, Martha Lynn (B.A., Duke University), Mooresville, North Carolina

Jolley, Leslie Carl (B.A., University of Alabama), Gadsden, Alabama

Jones, Cynthia Anne (B.S., Illinois State University), Moline, Illinois

Jones, Earl Michael (B.S., Illinois State University), Camargo, Illinois

Jones, Ronald Ralph (B.A., Fairmont State College), Thornton, West Virginia

Joyner, Sadye (B.A., Bennett College), Reidsville, North Carolina

Kane, Jeffrey Lynn (B.A., Alma College), Saginaw, Michigan

Kaylor, Patricia Anne (B.S., Illinois State University), Springfield, Illinois

Kelly, Kenneth Ray (B.A., Baylor University), Magnolia, Texas

Kincaid, Jacob Lawson (B.S., Wake Forest University), Durham, North Carolina

Kirk, Theodore Abraham (B.A., Wofford College), Meadville, Pennsylvania

Kling, Gary L. (B.A., Stetson University), Otto, North Carolina

Knapp, David Jens (A.B., Pfeiffer College), Lake Worth, Florida

Knight, James Pierce (A.B., Duke University), Durham, North Carolina
 Knight, Roy Dean (B.A., West Virginia Wesleyan College), Dallas, West Virginia
 Kort, Phyllis May (A.B., Calvin College), Durham, North Carolina
 Kosanovich, Kathy Lynn (B.A., West Virginia Wesleyan College), Indiana, Pennsylvania
 Kraatz, Christian Laube (B.A., M.A., State University of New York at Buffalo), Williamsville, New York
 Kruckow, Thomas Alex (A.B., Wofford College), Fairgrove, Michigan
 Langer, Warren Dexter, Jr. (B.A., College of Wooster), Leesburg, Florida
 Langford, Thomas Anderson III (A.B., Davidson College), Durham, N.C.
 LaRue, Mary Lynne (A.B., Oberlin College), Pendleton, Oregon
 Lassiter, Leonard Vernon (B.S., N.C. A & T State University), Greensboro, North Carolina
 Lattimore, Vergel Lyronne III (B.A., Livingstone College), Charlotte, North Carolina
 Lavender, James Edwin, Jr. (B.S., Mississippi State University), Columbus, Mississippi
 Lear, William Joseph (B.A., Mars Hill College), Crown Point, Indiana
 Lee, Kyung Jay (Methodist Theological Seminary, Seoul, Korea), Seoul, Korea
 Lee, William Leroy (B.S., Virginia State College), Roanoke, Virginia
 *Lewis, Susan Padgett (B.S., Pfeiffer College), Charleston, South Carolina
 Lewis, David Corin (B.S., Lambuth College), Wilson, Arkansas
 Lewis, Milton (B.A. North Carolina Central University), Kinston, North Carolina
 Lewis, Patricia Eloise (B.A., University of North Carolina at Greensboro; M.A., University of Kentucky), West Point, Georgia
 Lindblade, Eric Norman (A.B., Duke University), Charlestown, New Hampshire
 Lindquist, Carl William (B.A., Thiel College), Erie, Pennsylvania
 Lloyd, Isaac Donnell (B.A., Elon College), Burlington, North Carolina
 Long, Judith Ann (B.A., Alma College), Pontiac, Michigan
 Lowdermilk, Robert Elbert III (A.B., Guilford College) Greensboro, North Carolina
 Maloney, Charles Allen (A.B., Duke University), Denton, Maryland
 Maloney, Miriam Smith (B.A., Western Maryland College), Milford, Delaware
 Martin, Daniel Gray (B.A., Pfeiffer College), Walkertown, North Carolina
 Martin, Virginia Peacock (B.S., University of Michigan), Chapel Hill, North Carolina
 Massey, Ricky Van (B.A., University of North Carolina at Wilmington), Wilmington, North Carolina
 Mathison, Robert Paul (B.S., Huntingdon College), Pensacola, Florida
 Matthews, Terry Lee (B.A., Wake Forest University), Winston-Salem, North Carolina
 Mays, Judith A. (B.S., Union College), Boston, Massachusetts
 McCaskill, Louise Yvonne (B.A., Meredith College), Greensboro, North Carolina
 McCollough, Claude Thomas (B.A., University of Florida), Lakeland, Florida
 McConnell, Helen Harton (B.A., Duke University), Arden, North Carolina
 McCoy, James Patrick (B.A., Albion College), Eaton Rapids, Michigan
 McCullen, James Lloyd (A.B., Atlantic Christian College), Rocky Mount, North Carolina
 McDonald, Thaddeus LeVerne (A.B., University of North Carolina at Chapel Hill), Greensboro, North Carolina
 *McKenzie, Charles Erwin (B.A., Davidson College), Laurinburg, North Carolina
 Merriman, David Blair (B.S., Indiana State College), Wilkesburg, Pennsylvania
 Mickens, Wilbert L. (B.A., Duke University), Richmond, Virginia
 Middlebrooks, Willie Lee, Jr. (B.S., A & T State University of North Carolina), High Point, North Carolina
 Miller, James Michael (A.B., University of North Carolina at Chapel Hill), Asheville, North Carolina
 Miller, Steven Paul (B.A., Baylor University), Hobbs, New Mexico
 Miller, Wendy Karen (B.A., Duke University), Millersville, Maryland
 Mills, John Patrick, Jr. (B.A., University of North Carolina at Charlotte) Charlotte, North Carolina
 Milton, Ervin Eugene (B.A., Barber Scotia College), Greensboro, North Carolina
 Milton, Paul Nelson, (B.S., N.C. A & T State University), Gibsonville, North Carolina
 Minnix, Michael Vernon (B.A., Maryville College), Hershey, Pennsylvania
 Molex, George (B.A., Southern University), Morganza, Louisiana
 Monroe, Kenneth (B.A., Livingstone College), Red Springs, North Carolina
 Moore, Howard Edgar (B.A., Lebanon Valley College), Martinsburg, West Virginia
 Morgan, Doris Hope (A.B., Duke University), Corapeake, North Carolina
 Morris, Nancy McIlwain (A.B., University of North Carolina at Chapel Hill) Greenwich, Connecticut
 Morrison, Charles Kenneth (B.A., North Carolina Wesleyan College), Garysburg, North Carolina
 Morton, Charles E. (B.A., University of North Carolina at Greensboro), Greensboro, North Carolina
 Moschell, Robert Stephen (A.B., Lenoir Rhyne College), Miami, Florida
 Moser, Rick Alton (B.A., West Virginia Wesleyan College), Hagerstown, Maryland
 Motley, Philip Eugene (B.S.A.E., Georgia Institute of Technology), Norfolk, Virginia

Murphy, Carol Louise (B.A., Smith College), Atlanta, Georgia
 Neinast, Helen R. (B.A., McMurry College), St. Andrews, Texas
 Nelson, Clyde T. (University of Maryland), Washington, D.C.
 Nichols, David Eugene (B.A., Newberry College), Union, South Carolina
 Nunn, Madelon Elizabeth (B.A., Mary Washington College), Richmond, Virginia
 Ogren, Mark Victor (B.S., Iowa State University), Ottumwa, Iowa
 O'Keef, Robert David (B.A., North Carolina Wesleyan College), Sanford, North Carolina
 O'Sullivan, Colleen Marie (B.A., University of Delaware), Newark, Delaware
 Ottaviano, Daniel Henry (B.A., University of North Carolina at Chapel Hill), Oxon Hill, Maryland
 Overton, Frank L. (A.B., College of William & Mary), Windsor, Virginia
 Oxendine, Milford, Junior (B.S., Pembroke State University), Pembroke, North Carolina
 Parkerson, Sue Tuck (B.A., Florida State University), Durham, North Carolina
 Parr, Francis Marion (B.A., St. Andrews Presbyterian College), Savannah, Georgia
 Peele, Luther Martin (B.A., University of North Carolina at Wilmington), Wilmington, North Carolina
 Peeler, Alfred Owen (A.B., Duke University), Asheville, North Carolina
 Pegg, William Foster (B.S., Mars Hill College), Durham, North Carolina
 Philipson, Bonnie Parr (B.A., Duke University), Savannah, Georgia
 Philipson, James Gordon (B.A., Duke University), Savannah, Georgia
 Phillips, Frances Fulcher (B.A., University of North Carolina at Greensboro), Chapel Hill, North Carolina
 Pietila, Thomas Carl (B.A., Hiram College), Mentor, Ohio
 Plummer, Charles Mark (A.B., University of North Carolina at Chapel Hill), China Grove, North Carolina
 Porter, Pamela Leigh (B.A., University of North Carolina at Chapel Hill), Walnut Cove, North Carolina
 Portis, Marcus Steven (A.B., High Point College), Lexington, North Carolina
 Presnell, William Michael (B.A., Methodist College), Snow Camp, North Carolina
 Privette, Bobby Lee (B.A., North Carolina Wesleyan College), Bishopville, South Carolina
 Putnam, Rendal Clayton (A.B., Wheaton College), Greensboro, North Carolina
 Quin, Harriott Johnson (B.A., Oberlin College; M.S.W., University of North Carolina at Chapel Hill), Durham, North Carolina
 Rainey, Steven Knight (B.A., Wake Forest University), Lexington, North Carolina
 Ray, Robert Henderson (B.S., Jacksonville State College), Bonlee, North Carolina
 Reddick, Lawrence Lewis III (B.A., Ohio Wesleyan University), Huntsville, Alabama
 Reed, Robert Michael (B.A., Georgetown College; M.A., Indiana University), Cynthiana, Kentucky
 Reeves, Hallie Lawson (B.A., North Carolina College at Durham) Durham, North Carolina
 Reid, Martha Jane (B.A., Atlantic Christian College), Matthews, North Carolina
 Rickman, Stephen Wayne (B.A., Randolph-Macon College), Richmond, Virginia
 Robbins, Frederick Anthony (A.B., Pfeiffer College), Greensboro, North Carolina
 Roberts, Frederick Eugene (B.A., Washington & Lee University), Lexington, Virginia
 Rosebaugh, Nancy Louise (B.A., Oberlin College), Hartford, Ohio
 Rowe, John Benson (B.A., University of North Carolina at Chapel Hill), Statesville, North Carolina
 Sallee, Gerald Steven (B.A., University of Tennessee at Chattanooga), Chattanooga, Tennessee
 Scholtz, Quentin Edward III (B.A., M.S., University of Kentucky), Danville, Kentucky
 *Scott, Arthur Glenn (B.A., Hiram College), Washington, D.C.
 Shannonhouse, Richard Delano (B.A., North Carolina Wesleyan College), Eastville, Virginia
 Sherrill, Howard Dean, Jr. (B.A., Greensboro College), Charlotte, North Carolina
 Shipman, Helen Marilyn (B.S., University of Colorado), Durham, North Carolina
 Shreve, Joseph Melton (B.S., West Virginia Wesleyan College), Lewisburg, North Carolina
 Shuler, Albert (B.A., Claflin University), Durham, North Carolina
 Simpson, Herbert Mitchell (B.A., University of North Carolina at Chapel Hill), Siler City, North Carolina
 Sims, Phillip Edwin (B.S., Arkansas Agricultural and Mechanical College), Warren, Arkansas
 Sizemore, Victoria Elaine (B.A., Drew University), Wappingers Falls, New York
 Slider, Albourne Lonnie (B.S., University of Southern Mississippi), Warner Robins, Georgia
 Smith, Dewey Wayne (B.S., A & T State University of North Carolina), Winterville, North Carolina
 Smith, John Clark III (A.B., Syracuse University), Rochester, New York
 Smith, Judi Frances (B.A., Meredith College), Moncure, North Carolina
 Smith, Robert Kinsey (B.A., Duke University), Bethel, North Carolina
 Smith, Stephen Donald (B.A., Birmingham-Southern College), Birmingham, Alabama
 Snow, James DeWitt (A.B., Elon College), Newport News, Virginia
 Speer, Thomas Kroener (B.S., Ohio State University), Columbus, Ohio
 Stadler, Donald Dean (B.A., McMurry College), Hugoton, Kansas

Stallsworth, Paul Thomas (B.S., Kansas State University), Garden City, Kansas
 Stanfield, Edwin Douglas (B.A., University of South Florida), Jacksonville, Florida
 Stanley, Ronald Al (B.S., University of Southern Mississippi), Waynesboro, Mississippi
 Staples, Lawrence Walton, Jr. (A.B., High Point College), Jamestown, North Carolina
 Stewart, Pamela Ann (A.B., Duke University), Merritt Island, Florida
 Stokes, Jeanette (B.A., Smith College), Tulsa, Oklahoma
 Stoppel, Gerald Corwin (B.A., Morningside College), Rochester, Minnesota
 Storrs, Robert Burton, Jr. (B.A., Athens College), Huntsville, Alabama
 Stuempfle, Richard R. (B.S., Union College), Williamsport, Pennsylvania
 Stulting, Claude Norris, Jr. (B.A., University of Virginia), Charlottesville, Virginia
 Suggs, Douglas Lee (B.A., Pfeiffer College), Fayetteville, North Carolina
 Sweet, Sher Lynn (B.A., Florida State University), Arkansas City, Kansas
 Tandy, Benjamin Frederick (A.B., Winston-Salem State University), Indianapolis, Indiana
 Thomas, Robert Lewis (B.A., Otterbein College), Circleville, Ohio
 Thompson, Ronald Littleton (B.A., North Carolina Wesleyan College), Mebane, North Carolina
 Tippens, Ronnie Gene (B.A., Wheaton College), Rayle, Georgia
 Tucker, Lena Rachel (A.B., Greensboro College), Marshville, North Carolina
 Tucker, Stuart Ralph (B.A., California State College at Dominguez Hills), Long Beach, California
 Turbyfill, Margaret Atkins (B.A., Duke University), Newport News, Virginia
 Tyson, Thomas Earl (B.A., University of North Carolina at Chapel Hill), Chapel Hill, North Carolina
 Vali, Henry Paul (B.S., University of South Carolina), Hendersonville, North Carolina
 Van Vickie, Jennifer Sue (B.A., University of Chicago), St. Joseph, Missouri
 Vesper, Keith R. (B.S., University of Kansas), Hutchinson, Kansas
 Von Canon, Mary Leigh (B.S., Campbell College), West End, North Carolina
 Walker, Barbara Ann (B.A., Bennett College), Richmond, Virginia
 Wall, Daniel Shea (A.B., High Point College), Thomasville, North Carolina
 Wall, Randy Lee (B.A., Methodist College), Durham, North Carolina
 Wallace, Kyles Yohn (A.B., Pfeiffer College), Asheboro, North Carolina
 *Walters, Dean E. (B.A., Adrian College), Wooster, Ohio
 Ward, James Alexander, Jr. (A.B., High Point College), Durham, North Carolina
 Washburn, Dennis Yulan (B.A., Duke University), Wingate, North Carolina
 Weddington, Patricia Diane (B.A., Duke University), Kannapolis, North Carolina
 Wethington, Mark Wesley (B.A., American University), Annville, Pennsylvania
 White, Roy Preston (B.A., Virginia Wesleyan College), Hampton, Virginia
 Whiteside, Henry Burton (B.A., University of North Carolina at Chapel Hill), Burgaw, North Carolina
 Whitlow, Detlef Flournoy, Jr. (A.B., Atlantic Christian College), Virginia Beach, Virginia
 Whitmire, Adrian Julian, Jr. (B.S., Birmingham Southern College), Leeds, Alabama
 Wicker, Norris Calvin (B.A., North Carolina College at Durham), Goldston, North Carolina
 Wilkinson, Scott Taylor (B.A., North Carolina Wesleyan College), Lillington, North Carolina
 Williams, Wendy A. (B.A., Gettysburg College), Stamford, Connecticut
 Willingham, Malcolm Craig (B.A., North Carolina Wesleyan College), Statesville, North Carolina
 Wilson, Kelly Johnson III (B.A., North Carolina Wesleyan College), Durham, North Carolina
 Wood, Elizabeth Thompson (A.B., Elon College), Graham, North Carolina
 Woodall, Wendy (B.A., Pfeiffer College), Goldsboro, North Carolina
 Woods, Elizabeth Carol (B.A., Vanderbilt University), Durham, North Carolina
 Yocom, Philip William (A.B., Albright College), Pottstown, Pennsylvania

Candidates for the Master of Religious Education Degree

Plummer, Julianna Elizabeth Stanaland (A.B., Georgia Southern College), Dublin, Georgia
 Simpson, Alvin Tyrone (B.A., George Peabody College for Teachers), Tuskegee, Alabama
 Vickery, Devair Cater (B.A., University of North Carolina at Chapel Hill), High Point, North Carolina

Candidates for the Master of Theology Degree

Evans, Pearl Whichard (B.A. Pembroke State University; M.Div., Duke University), Durham, North Carolina
 Brightman, Edward S., Sr. (B.A., The College of the City of New York), Ridgeville, South Carolina
 Hawkins, James Barney IV (B.A., Furman University; M.Div., Duke University), Greenville, South Carolina
 Thompson, Leo Clifford (B.A., M.Div., Duke University), Southern Pines, North Carolina
 Keese, Peter Gaines (A.B., Harvard College, M.Div., General Seminary), Chattanooga, Tennessee

Special Students

- Bostian, Michael David (A.B., Duke University), Kannapolis, North Carolina
Cobb, William Jerry (M.A., University of Kentucky), Raleigh, North Carolina
Hutton, James Laurence II (B.A., University of North Carolina at Chapel Hill), Asheville, North Carolina
Johnson, Marian Ritchie (B.A., Converse College, M.Ed., University of North Carolina at Chapel Hill), Chapel Hill, North Carolina
Leeland, Paul Lee (B.A., North Carolina Wesleyan College, M.Div., and Th.M., Duke Divinity, Durham, North Carolina), Durham, North Carolina
Mahler, Marjorie Ward (A.B., Oberlin College), Washington, D.C.
McLaughlin, Ann Hunter (B.A., Duke University), Chapel Hill, North Carolina
Rawls, Charles Taylor (B.A., Wofford College), Asheville, North Carolina
Swanson, Karen Hope (B.A., St. Andrews Presbyterian College), Durham, North Carolina
Williams, Earl (B.A., American International College), North Haven, Connecticut

MAP OF DUKE UNIVERSITY

East Campus

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|---|-------------------------|----|----------------------|
| A | Baldwin Auditorium | D | Pegram House |
| B | Bassett House | P | Duke Press |
| C | Brown House | Q | Infirmary |
| D | Union Building | R | Ark |
| E | Faculty Apartments | S | Crowell Building |
| F | Art Museum, Geology | T | Epworth Inn |
| G | Aycock House | U | Gilbert-Addams House |
| H | East Duke Building | V | Southgate Hall |
| I | West Duke Building | W | Campus Center |
| J | Jarvis House | X | Woman's College |
| K | Carr Building | Y | Gymnasium |
| L | Giles House | Z | Asbury Building |
| M | Woman's College Library | AA | Bivins Building |
| N | Alspaugh House | BB | Art Building |
| | | | Branson Building |



West Campus

- | | | | | | | | |
|---|------------------------|---|------------------------|---|--------------------|----|---------------------------|
| A | Duke Chapel | H | Hospital Main Entrance | O | Craven Quadrangle | V | Card Gymnasium |
| B | Owens School | I | Gerontology, D & T, | P | Wannamaker Hall | W | Indoor Stadium |
| C | Gray Building | J | Clinical Research | Q | Crowell Quadrangle | X | School of Law |
| D | Perkins Library | K | Duke Hospital | R | Clock Tower Court | Y | Gross Chemical Laboratory |
| E | Language Center | L | Sociology, Psychology | S | Kilgo Quadrangle | Z | Biological Sciences |
| F | Dld Chemistry Building | M | Social Sciences | T | Union Building | AA | Plant Environment |
| G | Oavson Building | N | Allen Building | U | Flowers Building | | Laboratory |
| | School of Medicine | | Few Quadrangle | | Page Auditorium | BB | Physics Building |
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- | | | | |
|----|--------------------------|----|--------------------------|
| CC | Nuclear Laboratory | GG | Nanahine H. Duke Medical |
| DD | School of Engineering | | Sciences Building |
| EE | Army Research | HH | Warehouse, Shop |
| FF | Medical Center Research | II | Bell Building |
| | Buildings | JJ | Hanes House |
| GG | Sciences Building | | School of Nursing |
| HH | Warehouse, Shop | KK | Hanes House Annex |
| II | Bell Building | LL | Pickens Rehabilitation |
| JJ | Hanes House | | Center |
| KK | School of Nursing | MM | Graduate Center |
| LL | Hanes House Annex | NN | Alumni House |
| MM | Pickens Rehabilitation | DD | Commonwealth Studies |
| | Center | | Center |
| PP | Personnel Office | PP | Personnel Office |
| QQ | International House | QQ | International House |
| RR | Education Improvement | RR | Education Improvement |
| SS | Program, A Better Chance | SS | Program, A Better Chance |
| | Program | | Program |
| TT | International Studies | TT | International Studies |
| UU | Center | UU | Center |
| VV | Campus Stores Office | VV | Campus Stores Office |
| WW | Office of Institutional | WW | Office of Institutional |
| | Advancement | | Advancement |
| XX | Information Services | XX | Information Services |
| YY | Visitors Bureau | YY | Visitors Bureau |
| ZZ | Admissions Office | ZZ | Admissions Office |
| | Edens Quadrangle | | Edens Quadrangle |
| | Wade Stadium | | Wade Stadium |





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